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ABSTRACT

Papers and discussions presented at a British Staff Development in Universities program conference are reported in this collection. Focus was on the role of staff development units, courses and activities concerned with both teaching and administration, and information services. Topics and authors or reporters are: "The Longer Reach," by David Warren Piper; "The Symbolic Functions of a Training Unit in Universities," by John Broadbent; "Courses in Higher Education at the University of Surrey," by Lewis Elton and J.M. Kilty; "New Resources and Concepts in Engineering Teaching," by N.D.C. Harris; "Management Teacher Development--A Report on a Practical Application," by Kenneth Ambrose; "Managing to Teach as Well," by Bradford Imrie; "Summary of a Session on Teaching in Small Groups," by M.L.J. Abercrombie and P.M. Terry; "Whom Are We Training to Teach--and How?" by Anne Sutherland; "The 1973 Leicester Conference on 'Authority, Leadership and Organization in the Universities,'" by Ron Glatter; "The Conduct of Meetings," by L.F. Evans; and "A Ripple in the Pool or the Value of a Staff Handbook," by Jean Rossiter. Noble-Nesbit and Walker summarize the proceedings in the final report. (LBH)

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SDU/UTMU

Staff Development in Universities Programme
University Teaching Methods Unit

Issues in Staff Development

A Collection of Conference Papers

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Secretary, UTMU, 55 Gordon
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Contributors

M L J Abercrombie is a lecturer in the School of Environmental Studies at University College, London

Kenneth Ambrose is Head of the Education and Training Section of the School of Management at the Polytechnic of Central London

John Broadbent is a professor in the School of English and American Studies at the University of East Anglia, and was chairman of a Senate Working Party for Training University Teachers at that University

Professor L R B Elton is Head of the Institute for Educational Technology at the University of Surrey

L F Evans is a senior lecturer in the Centre for Educational Technology at the City University

Ron Glatter is a reader in the Department of Educational Administration in the University of London Institute of Education, and with David Warren Piper was the co-organiser of the Staff Development in Universities programme

Duncan Harris is the Director of Educational Services at the University of Bath

J G Harvey, J Noble-Nesbitt and R A Walker are all lecturers at the University of East Anglia, and were members of the University's Leicester programme

Bradford Imrie was at the time of the conference a lecturer in the Department of Mechanical Engineering at the University of Leeds, but is soon to join the Victoria University of Wellington, New Zealand

J M Kilty is a member of the Centre for Adult Education at the University of Surrey

David Warren Piper is Head of the University of London Teaching Methods Unit, and with Ron Glatter was the co-organiser of the Staff Development in Universities programme

Jean Rossiter is an Assistant Director at the North East London Polytechnic where her responsibilities include staff training and development

Anne Sutherland is a senior lecturer in the Department of Town and Regional Planning at the University of Sheffield

Paul Terry was at the time of the conference in the School of Environmental Studies at University College, but is now a Student Counsellor at the Polytechnic of Central London

Preface

In 1972 the University Grants Committee decided to expand its support for work in university staff training and awarded grants for projects in a number of universities. Two of the awards went to the London University Institute of Education and it was decided that the University Teaching Methods Unit and the Department of Educational Administration should co-operate in a joint Staff Development in Universities programme focussing on likely changes in universities and the implications they would have for senior academics and administrators learning new ways. In 1974 the organisers of the two projects, David Warren Piper and Ron Glatter, felt that it would be useful to bring together workers in the field of staff development to hear about progress in the UGC supported projects and other projects both in universities and polytechnics. Some of the work was explained better by activities or video tapes rather than presentation of papers which fit easily into conference reports. Some of these have been briefly described, others omitted but the editorial policy in general has been to include all the papers with very few changes, giving a cross-section of work being done in the field.

Most of the conference was concerned with courses and other activities related to teaching and these form the main part of the report. David Warren Piper and John Broadbent, however, in two very different papers discussed staff development in more general ways looking at the functions and contexts of units set up to help staff in both teaching and administration and these provide a challenging introduction. The third section is concerned more with administration but both Ron Glatter's case study and Leo Evan's discussion of the conduct of meetings based on video tapes involve academic decision making and illustrate very clearly the interdependence of academic and management skills.

Jean Rossiter's contribution on the development of a staff handbook has been given a section to itself under 'information services' and it is perhaps disappointing that there were not more contributions under this heading. Following this we had hoped to have a section on counselling but the wide use of video tape and role play in two sections by Dr N Malleson made it difficult to recapture their more valuable aspects in a written report and we have not attempted to do so. Finally there is a report on the conference by J Noble-Nesbitt and R A Walker who volunteered to monitor the conference and give an evaluation. At most of the sessions there was discussion following the formal presentation and we are very grateful to the rapporteurs who very ably summarised the main points - their names appear at the end of each report.

The Longer Reach

David Warren Piper

'Mine was the distant aim, the longer reach, To teach men how to teach men how to teach.' A B Ramsay - 'Epitaph on a Syndic'

In this paper I will describe some of the activities which make up the Staff Development in Universities programme. I hope in so doing to raise a number of general points pertinent to the theme of this conference: staff training and development in universities and polytechnics. After a brief introduction to the SDU programme I will comment on the purposes, methods, organisation, and financing of staff training and development. What I mean by staff development I will explain later in the paper. I mean most of what I say to refer to both academic and administrative staff. I think it will be self evident where I am mentioning matters which apply only to problems of high level academic teaching. For the rest I must leave you to make the necessary conversion where time allows me to write in terms of only one.

In 1972 the University Grants Committee awarded 19 grants totalling £130,000 for work on university staff training. A good proportion of the work done on those projects is represented at this conference. Two of those grants were received within the Institute of Education: one by the Department of Educational Administration for developing a programme for middle and senior grade university administrators. The other, received by the University Teaching Methods Unit, carried a three clause brief:

- 1) Our central concern should be training needs arising from changes expected in universities in the years immediately ahead. (We have taken this to mean within the next ten to fifteen years.)
- 2) We should pay particular attention to the interaction between academic and administrative staff.
- 3) We should concern ourselves exclusively with senior staff which is interpreted as professorial rank and above for academics and assistant registrar grade and above for administrators.

Concerned with different, although overlapping staff categories, the interests of the two Institute projects appeared to be similar; so we combined forces to form the Staff Development in Universities programme, with myself and Ron Glatter as joint programme organisers.

We quickly added a fourth clause to our brief: that we should work from problems of change which universities joining our programme were facing,

rather than from an elegant theoretical appreciation of the problems of innovation and the place of universities in a modern society.

We began by canvassing senior university staff for their opinions as to what were the major changes upon which their universities were about to embark and which carried an implication of a need for staff to learn something. From the answers to our initial inquiry we gleaned twenty-six (what by then we called) problems. A discussion of these twenty-six by a collection of senior academics and administrators closeted in a country house for two days produced more.

I will not itemise them all here, but it is perhaps worthwhile to identify a number of trends which bring these problems, with us all the time, to prominence.

Trends and Changes

The first is a trend to larger institutions. Some universities are expanding very rapidly. This brings with it a need to formalise procedures which in a small institution can be done informally. Committees abound, requiring committee skills; budgetary procedures become more complex, requiring formulae for distributing funds rather than informed (and humanitarian) guesswork; personal contact has to be replaced by consciously pursued principles of good man management; and thought has to be given to how a person is to learn about the job into which he or she is later to move, as in a complicated organisation job boundaries become more marked and thus the work less accessible to those not already filling the post.

The second is a trend towards greater accountability for the use of resources, partly because most of it is public money, partly because more has to be done with less. Resources must now be allocated more skilfully, and their use accounted for and justified more punctiliously. This calls for financial and managerial expertise, both within central administration and within departments.

Perhaps it calls also for an even closer working between academics and administration than one is apt sometimes to find. Scarcity of funds and a reliance on public monies inevitably exposes political issues. If one department is to expand then another must be contracted, a policy decision perhaps with national implications, but in any event a decision difficult for an organisation governed by representative committees to achieve. Also if the universities have to compete more openly with other sectors of public expenditure then also they are more openly involved in national political argument. Some have concluded, notably Lord Annan, that because of this more staff must be familiar with the workings of the

Department of Education and Science and the University Grants Committee. Although how anybody becomes familiar with the workings of these two inscrutable institutions without actually being in charge of them I cannot imagine.

The third trend is towards a greater accountability to the student and to bodies outside the teaching institution for what is to be taught and for the standard of teaching. Most of the increased public expenditure on higher education has been expressly for the purpose of meeting demands for educational courses. There is more insistent and more open clamour that the authority of the teacher should rest where at best it has always lain, in his mastery of that which interests his students, rather than where sadly it too easily takes refuge, in the senior common room and examining board.

These along with other forces have brought a growing acceptance that expertise in educational planning and in teaching does not arise from nor can be wholly compensated for by a mastery in an academic discipline or a profession. In 1961 Desmond Furneaux wrote "... the amateur contributes much that is best in the British way of life, and this is particularly true in those fields of activity which are really important like cricket and university education. The headmaster of a school is the professional par excellence, and the majority of his activities are concerned with matters in connection with which he has received special training. By comparison the university professor finds that he is required to select students without having been offered training in selection techniques, to lecture to them without having been trained in methods of teaching, and to examine them without having been instructed in the techniques of examination. Perhaps he cannot strictly be called an amateur in respect of these activities for it can seldom be said that he is impelled to their performance by love, or that they are not required of him as part of his professional duties. Neither can he usually be classified as an expert."¹

There are legal changes. Some universities and colleges are including a commitment to training in their terms of employment. We have yet to witness a probationary lecturer contesting in court his employers' right to dismiss him without having made reasonable provision for training him, but it may only be a matter of time before ripples from the Industrial Training Act lap upon our shores.

There are changes in the student body. It is not only that more means different: the less than majestic shift into cross-disciplinary courses, urgently made by some departments with falling admissions, is a salutary reminder that we teach pure disciplines under licence from the taught and that, even in academe, inducement to change springs not only from

persuasive philosophic argument. If the diagnosis of a need for a greater provision of places for mature students, some of them women with families, is correct, then they too will not be served by the same kind of course we give to school leavers.

On top of these needs for new procedures, new management skills, new courses and new approaches to teaching, come the problems of change itself. How does one successfully introduce a major change into a dynamic organisation; how do I help my colleagues change their ways; how do I learn to embrace new, less safe ways myself?

It is tempting to perceive in all that two areas of learning to which the academic must attend. Those things which may loosely be considered as 'management' (matters of organisational structure, financial procedures, negotiations with staff) and those things which we can label teaching (how does one assess common ground between courses in terms of the general intellectual abilities the student develops, rather than in terms of subject matter, as a prelude to combining them in a joint course; the question of good lecturing technique; practising, with some teaching purpose, the skills of group discussion). A moment's more thought however will show these to be not at all separate; that one cannot be considered without the other; and that to separate them as subjects to be learned by the university teacher would be to impoverish both seriously. Teaching method leads to course planning, leads to departmental organisation, leads to management. Managing students is managing people.

Paradigms

Management and teaching have much more in common. Both words falsely suggest one person doing something to another; both describe exceedingly complex operations in which the number of critical variables are of such a nature and in such quantity that experiments designed according to the traditional scientific paradigm do not provide instances from which generalisation may be made with certainty unless the matter under analysis is so confined in scope as to be of very limited value to the practising manager or teacher. For instance one may demonstrate experimentally the variability in the speed with which a person acquires a particular simple skill with practice (that is the shape of a learning curve) but that person's learning curve will vary in particular not only according to the nature of the task and his previous experience, but will vary in himself from time to time for reasons which are not at all apparent. In any case we hardly ever require a student to acquire a single simple skill and, if we do, then it is not under the very peculiar circumstances of the learning psychologist's laboratory. Experiments which seek to deal directly with more complex matters cannot but fail to hold the variables - there are too

many that we can think of, and doubtless many more that we cannot. A comparison of examination marks of two groups of students, one group denied access to lectures, the other not, does not tell us whether or not lectures are a good thing. It might remind us to speculate on what exams measure or what myriads of reasons there are for which a student will work hard, but we should only need the reminder if our 'scientific' training has been rigorous enough. We might demonstrate that a teaching method works well for a particular purpose, but it might not work so well with a different teacher, or different students, or the same teacher after he has been doing it for twenty years, or the same students after they have experienced some alternative.

Of course we all know that prescriptions do not work in management of teaching, yet many people seem to assume that our Unit and our work is based on that supposition. If they embrace the supposition themselves they ask the impossible of us and go away disappointed ("show me how to write objectives"). If they reject it, they dismiss our work or attack our existence on a false premise. I wonder how many educationalists experience the same frustrations?

If generalisation from experiments is not a sufficient answer, then with what must we supplement it? The strategy I offer and that upon which much of the SDU work is based is, and here I paused for a word and came up with 'education'. Or so I call it, for it is a strategy designed, like education, to help each individual to be more self-reliant. And here I adopt a premise – the same premise which you may think lies behind the best of all higher education – that whatever else it may have self-sufficiency has three types of intellectual content. They are:

- 1 An ever-growing variety of ways of perceiving a situation, or an event, or a complex thing. And a determined attempt to use each percept, model, schema, metaphor, analogy, in a *conscious* way, evaluating the means by which we arrive at what we believe to be the fact.
- 2 A widening repertoire of reactions that can be made to those percepts or analyses with conscious appreciation or an illative sense of the basis of choice from that repertoire in each particular instance.
- 3 An ever-enriching variety of ways of evaluating a choice from the repertoire against the various percepts.

'Ways of perceiving'

I will elaborate and illustrate with practical examples those three (what I suppose to be) aspects of self-reliance. The first, 'ways of perceiving',

seems to me the most difficult, the most interesting, the most important, and when applied to the task of teaching is ultimately what gives a unit such as ours a rightful place in an academic department of higher education. It requires that we shall seek to use sub-consciously ways of understanding things, rather than just understand them. It demands that we aspire to think and teach, not only by the means of our beliefs, but also *about* our beliefs, lest we should unthinkingly regard them as unassailable facts.

Some of the psychological descriptions of the more practical aspects of learning, such as the effect of immediacy in giving knowledge of results, the concept of over-learning, the idea of transfer of training, are models which can give the lecturer *one* way of interpreting the effect of his teaching on a student's learning. Far from providing recipes they provide at best rather limited guides to good practice. The concept of over-training does not prescribe when we should stop practising, except to say it is worth carrying on after all the indications of which we are aware suggest something has been 'learned'. Some principles even conflict; that is not to say that such principles are useless. They do enrich the repertoire of interpretation available to a teacher, but it remains a matter of judgement as to which principle is apt at any particular moment.

Writing educational objectives, an approach to educational planning often associated with the work of the University Teaching Methods Unit, employs a seemingly military metaphor to describe the process of learning as one of gaining and consolidating ground. The metaphor has its uses but also its limitations (not all educative experience can be seen as a means to an end) and its dangers. The danger of metaphors lies in what they smuggle in with them: it is but a short step from fashioning an educational objective to unintentionally treating it as though it existed independent of the learner, as land exists before and after the soldier has captured it. Thus the need to employ metaphors knowingly; and most are rather more difficult to crack than the last example. What assumptions were made when our predecessors left us the word 'develop' – what is it exactly that exists before it is unveiled? I have a sneaking suspicion that even the word 'teach' which for generations has lulled us into believing that a simple passage of something from one person to another is all that is involved, was, in some distant time, a metaphor drawing on some mystic initiation rite.

Freudian theory, systems theory, the sociology of the classroom, our personal construct of our specialist subject, all provide different ways of interpreting the progress or development of our students. We do not have to choose between them, quite the contrary, the *more* we can employ, manipulate, surrender to (hear the metaphors) the greater our chance of thinking of something else to do when what we have tried palpably fails. That is nothing new; now that I have said it I dare say that there is not a

person here to whom that is a revelation – but why do we behave as though we have to choose between ways of looking at things? Why do we so often reject a word or concept as *totally* useless because it is associated with an ethic we would prefer to avoid? For instance I have used the word 'management'. Doing so in the context of a university usually raises hackles before it raises problems. I understand the associations the word has, and I shrink from them as much as any sensitive academic; but what untainted word is there which covers making decisions, running things, and helping other people?

'Repertoire of reactions'

The second ingredient of self-reliance is a widening repertoire of reactions. An example would be a university teacher having more than one way of describing or teaching a particular topic. If one approach does not meet with success he has others at the ready. Such fall-back strategies may occur readily to the teacher in small particulars (such as the way he answers a question) within a teaching session but the same principle applies in respect of teaching methods. A person whose teaching method is confined to lecturing and the occasional issue of a book list is a limited teacher who could with advantage increase his range to include group discussions, projects, discovery techniques, or programmed exercises.

Many lecturers who come to us see their learning needs as being primarily of this kind. It is relatively easy for us to respond to their requests: we can give people practice in lecturing, in running group discussions and in methods for setting about the planning of a course. The problem is that each of these methods is of itself an empty procedure, it only becomes potent to the extent that the teacher is advanced in the first area. At the very least he needs some insight into how the subject looks from the learners' viewpoint; and that is not always easy for an expert in a subject. Holt in his book 'How Children Fail'² gives an example of how wide the gulf can be between teacher and taught, which is so compelling that I quote it rather than give an illustration from an undergraduate class. Holt observed a class of young children completing a test which they then marked themselves. One child got the first few questions right, then got one wrong, and then the rest right. Normally that would have been the end of the matter but Holt asked 'Why did you get that one wrong?' 'Ah,' said the child, 'They always put in one that is wrong about there.'

To return to my main point, one of our dilemmas is presented by the teacher who sees his own learning needs only in terms of his repertoire of techniques. Each year at our introductory course for lecturers we meet people who are very anxious about their ability to give a lecture, run a seminar or plan a course. It is important that they gain the confidence that

comes from being at home on the rostrum, knowing that people can hear and that a good proportion of their audience will remain reasonably alert to them. But it is impossible to consider a lecture only at the mechanical level without trivialising the job of undergraduate teaching or at best emphasising matters which are unlikely to be the most critical determinants of success. Consideration of matters in the first area becomes inevitable, and for some that can make the whole business even more daunting, especially if their first lecture ever has to be given next Tuesday. For the few it is so daunting that they steadfastly avert their gaze; blinding themselves to all consideration of the learner, they concentrate on the mechanics of their own performance, thus, temporarily at least, denying themselves the route to becoming a first-class academic teacher. They may teach a subject, but they do not teach students.

'Ways of evaluating choice'

I can best illustrate the third strand in the quest for self-sufficiency, that is ways of evaluating choice, by describing an item from the SDU Organisation Improvement File. This file is simply a collection of procedures, a treasury in which we invite people to dip for ideas. The item that I am going to describe is adapted from a suggestion by A N Oppenheim at the London School of Economics. It requires first a particular way of looking at a department, a matter which properly falls under the first of my three headings. It requires that the department is looked at from the point of view of how work is distributed among staff, and the implication that this distribution has of the relative values that a department puts on its different functions.

A number of arrangements can be imagined for distributing, say, undergraduate teaching, graduate supervision, research and administration:

Equal shares arrangement – all types of work and responsibilities are distributed to give approximately equal loads.

Specialisation arrangement – each member tends to take on the type of work he is good at or likes.

Compensatory arrangement – staff with heavy duties of one type are relieved of others; or possible work is distributed according to interest; for instance, those with a heavy teaching load may be relieved of administrative duties.

Seniority arrangement – tasks are arranged on an implicit value scale and are organised according to seniority. Frequently this takes the form of senior staff doing least teaching and most administration.

Development arrangement – staff are assigned work to form a progression of increasing complexity and responsibility so as to develop individuals' capacities in all aspects of departmental and university work.

Haphazard arrangement – through no deliberate policy some staff just do more of everything.

Once these various arrangements have been made explicit it is possible for the staff of a department to discuss which they would prefer or which they believe to be most appropriate. That list may be regarded as their repertoire. They can go on to discuss which arrangements they believe they have and perhaps alight on a way of evaluating that judgement.

One way of evaluating the accuracy of the staff's belief of the kind of department that they actually have is, taking each of the kinds of work in turn, to arrange the staff in rank order according to how much of that particular kind of task they do. Those various rank orders may then be compared one to another (for the purists as the data are crude a simple rank correlation is probably least distortive, also tolerance levels are high as no great generalisations are to be drawn from the results).

Figure 1: Correlation of rank order of staff according to their involvement in different kinds of work and with seniority:

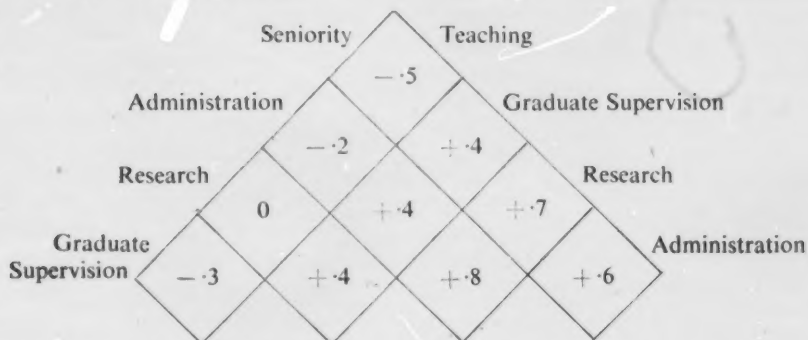


Figure 1 shows the results obtained in one department. They suggest a department adopting the seniority arrangement with administration being accorded high prestige: the more senior a member of staff is the less

teaching and the more research, administration and graduate supervision he is likely to undertake.

The described procedure is a crude way of evaluating individuals' percepts of the kind of department in which they work. It is only a first step towards evaluating whether the adopted arrangement is the one which best supports the general and declared purposes of the department. That it does or does not may be self-evident once this exercise has highlighted the relevant data and caused the staff to consider them. Otherwise some more or less formal empirical study may (just possibly) be worth mounting.

Innovation and Training

Those last examples illustrate the close relationship between staff training and innovation, or rather between staff development and organisational development. It is a two-way relationship: innovation in organisational structure or in processes involves individuals in re-learning; but the perception of a *need* to change, and some ideas of how to bring it about, and the attitudes necessary to sustain the process of change, are also 'learnable'. Staff development programmes are a most potent means of bringing about change.

All that is very obvious. So obvious indeed, one might wonder why it is that a staff training programme is not a core activity in any university instead of being on the fringe, if it exists at all. The reasons why are old, deep, and murky and bear a good deal of scrutiny. Some I have hinted at earlier, but I used the term 'staff development' rather than training and I want to enlarge on the reason why.

Staff Development

I see the problem as one of reaching some reconciliation between an individual's desires, wishes, aspirations, hopes and the institutions' requirements of him (which are sometimes styled as his needs).

Staff development I take to be a systematic attempt to harmonise the individual's interests and wishes, his carefully assessed requirements for furthering his career and the forthcoming requirements of the organisation within which he is expected to work. Thus it is of a somewhat broader reach than staff training.

My colleague on the SDU programme, Ron Glatter, has provided a useful grid for considering the kinds of activities which might be involved.³ I reproduce a somewhat amended version of it here.

Figure 2:

	Organised within department	Central or extra-institutional organisation
On the job	Planned sequences of experience Job rotation	Consultant helps on job analysis Visits from specialists Workshops
Off the job	Learning visits Staff seminars	Courses Secondment Conferences

It makes the common distinction between on the job and off the job activities, but adds an often neglected dimension – that is, who should take the initiative in making provision, the department or some external organisation.

I will give examples to illustrate two of the quadrants.

1 On the job v organised within a department (top left) eg planned sequences of experience.

A professor in one of the universities represented on our programme has organised the various tasks delegated to his academic staff into a hierarchy of difficulty. He assigns duties according to his scheme not moving his staff on until he is personally satisfied that they are competent at the level at which they are operating.

Of course there are a number of technical questions one might like to raise about this particular scheme: to what extent is the order of difficulty common to all staff, how far is the mastery of one stage a preparation for the next, what criteria of success would be appropriate and feasible? Nonetheless, the idea of trying to arrive at a planned progression of experience has much to recommend it.

Figure 3:

		Roles of increasing difficulty →	
		Lecturer	Tutor
Tasks of increasing difficulty ↓	Specialised lecture	Subject-based tuition	2nd year projects
	Advanced lecture		3rd year projects
	Final year undergraduate		MSc course projects
	First year undergraduate	Counselling personal problems	Group projects

2 On the job v a central agency taking the initiative (top right).

As part of the SDU programme, I am holding regular meetings with the staff of one university registry. Together we are analysing the work that is done and pin-pointing difficulties that can be righted by the department itself especially during the training period of new staff.

A recent recommendation from the Committee of Vice-Chancellors and Principals, the University Grants Committee, the Association of University Teachers, and the National Union of Students was that departments should nominate one senior member of staff to be responsible for helping junior staff learn their job. One might hope that they would be responsible for guiding their department to a thoughtful combination of various approaches to staff development.

The Role of a Central Staff Development Unit

The examples I have given so far imply a balance of activity emanating from departments and from some central unit such as ours. I believe a unit such as ours should consciously fill a number of functions:

(a) It should be a centre for research, perhaps specialising in projects which cannot easily be conducted from within a particular faculty or

institution (and for this it needs the protection of 'academic freedom' for it is bound to unearth some unpalatable findings).

(b) It should be a centre for information to which teachers and administrators can turn (and here it needs links with a library).

(c) It should go out of its way to stimulate, even precipitate initiatives on staff development at departmental level.

(d) It should make some direct contributions to staff development.

I will enlarge on the last two only.

Encouraging initiatives at departmental level

1 We can help change climates of opinion.

(i) We invited 60 university institutions in England to nominate one senior academic and one senior administrator to join a group interested in staff development. We have had 42 members from 33 institutions take some active part in this group, which meets for two days once each term. They are divided into interest groups who between meetings undertake some staff development work within their own institutions, or work together on some project connected with staff development and some major innovation.

(ii) One problem reported to us by a number of institutions was a lack of people to man and chair university committees. We were asked to provide some way of increasing the general level of committees' skills among university staff. L F Evans, at the City University, is doing work on university committees. Together we have devised a training session based on a video-tape recording of a live university senate meeting. The fact that one university not only allowed its senate meeting to be recorded but has also allowed the tape to be shown in other universities has helped to make some senior staff less dismissive of the idea of recording their own meetings and discussing the way they conduct themselves.

(iii) The conference and this publication is another example.

2 Another way of encouraging initiatives is to provide commitments to peers.

We have invited various members of our senior staff group to be responsible for part of the programme of our meetings. This gives them a deadline to work to and the people they are working for are those occupying similar positions to themselves in other universities but who meet regularly. In the UTMU workshop on designing courses we encourage participants

to form contracts with each other to complete various portions of work by next time they meet.

3 Another strategy is to remove administrative load.

We have a group of staff concerned with the introduction or expansion of recurrent education programmes. We organise their meetings, invite the speakers they suggest, write their minutes, and type their report. We have another group who are writing undergraduate courses of 'Woman's Studies'. In their own departments they could not ask the typist to take on their manuscript. We have shouldered the burden.

4 Another strategy is to help to organise people from different institutions to work together on the production of training materials.

One of the interest groups from our senior staff group has so far produced an in-tray exercise for university administrators simply by keeping copies of letters which they themselves have had to deal with but which they judge would provide some good learning points for one less experienced than themselves. We have also produced a number of case studies, by providing the manpower to write up an account of innovations at university level as they occur or soon afterwards.

5 We can occasionally provide some methodological expertise by working alongside individuals introducing changes in their departments. For example, members of the Unit have helped to design new courses. We hope to publish a number of these in the near future as case studies on course design.

Some direct contributions to staff training

1 We have run an extended workshop on managing change in universities.

2 We have organised a short workshop for senior academics on some problems of running an academic department. (Again our central group were involved in suggesting the content.)

3 We should like to give some support to those members of academic staff designated as having special responsibility for helping junior teaching staff. We have so far held a day conference on the matter and look to extending our activity.

Some prognostications

I would expect a shift in emphasis away from the provision of staff training by central groups towards departmentally based schemes. Accordingly, I

would expect the largest growth in well established central units to be in activities concerned with stimulating initiatives elsewhere rather than on the provision of more and more short courses. The limitations of courses are well enough known and need not be elaborated upon; some of the more obvious are:

- they are not suitable for all learning needs;
- they assume a similarity between participants;
- they can deal only with general situations not the participants' particular problems (although the workshops to which staff bring problems from their own department go part way to overcome this difficulty);
- often a course cannot deviate far from the expectations and pre-suppositions of the course members, and in some cases this can be a severe limitation;
- there are 'transfer of learning' problems;
- there are 're-entry' problems when people return to their departments.

The drawbacks I mention apply especially to short courses; their effects are lessened in longer courses.

There is one development I would back against the general trend away from centrally organised courses; one direct contribution to staff training that can come only from a central organisation. I believe it is time we considered again a sustained educational course for teachers in higher education. To be successful such a course must be relevant to teachers' immediate experience and needs, and must be cheap to run. An 'in service' course would meet the necessity of the second and the virtues of the first. One might consider for instance a two year course involving some evening attendance for lectures and discussions but the bulk of the work being projects making up part of the participants regular work in his own college or university or polytechnic. London is an obvious centre for such a course with so many teachers within an hour's travelling distance of the centre. Such an idea is not new, it was floated by the UTMU some years ago — but it became stuck in the mud. A fresher breeze now blows; I believe that the University of London should look carefully at possible schemes, and the UGC be ready to back a project as soon as they rediscover that old sock under the bed from which the SDU project and others have been financed.

In all this we must however keep a weather eye on the efficiency of training or development schemes as a whole. Warr, Bird and Rackham⁴ have

drawn attention to the marginal effect training can have on performance, and that applies to manager training, administrative training and teacher training. Its benefits can easily be lost if other factors work against it. How well a person does his or her work depends on a host of factors:

- the intrinsic difficulty of the task;
- the characteristics of the staff or students with whom he has to work;
- his own personality, abilities, interests;
- the attitude of department or immediate boss. This can be vitally important and is often overlooked. Contrast the boss who spends time with a person who has returned from a course, finding out what it was about and discussing what implications it has for future work, with this description I had from one university staff man talking of his head of department. 'I despair of implementing any of the things I have learned', he said, 'My prof, a self-made man who worships his creator, rules the department with a whim of iron'.
- Other aspects of his motivation. Is he doing a job that he wants to do? Does he agree with departmental policy? Is esteem accorded him for achievement in all the activities his university wishes to encourage? For example, insofar as our aim is the improvement of university teaching it may be that we can hope for little success as long as research conflicts with teaching and staff see the reward system as heavily biased in favour of research. Good will on the part of appointment and promotion committees may have little impact as long as evidence of teaching ability remains so much more suspect than evidence of research ability (or political skill).
- Opportunity. It is not uncommon to meet newly appointed lecturers feeling very harried because within a few days of taking up their first appointment they must teach on a course, with little or no opportunity to do more than reproduce part of the course they themselves not so long ago completed.
- Understanding. How clear is a person about what is expected of him or her? What initiatives is he expected to take? What support has he? What freedom of action?
- Choice of training. If a person is fortunate enough to take some training course, was it an appropriate choice?

These eight factors (plus others) have a direct effect on the standard of a

person's work. None of them is the least bit affected by the *quality* of staff training. It would be a pity if an interest in university staff training came and went much as an interest in student selection came and went in the early sixties because too much was expected of it.

Staff development is of vital importance and resources need to be invested in it; more so now that reductions in both financial and human resources leave less room for error, needless experiment, and self-indulgence. It is a time to invest money in staff training. Higher education should not ape the error of industry in withdrawing further from training as the first response to financial shortage. If we were to do that we can hardly argue against any agency which regards higher education itself as a national luxury for plush times.

Even though a number of us here have reason to be thankful to the UGC for supplying funds it is something of an indictment that we are able to gather into one short conference the best part of what initiatives are being taken in staff training in universities, and I omit polytechnics from that only because the public sector has its staff college at Coombe Lodge and they are not represented among the papers of this conference.

I believe it true to say that no university in Great Britain knows how much money it spends on training its staff. It is quite certain that it is very much less than is usual for large organisations. The British Civil Service, for instance, provides some 1,000 places each year on ten week courses for principal grade civil servants alone, yet 90% of civil service training is provided within departments rather than on courses.⁵ The hospital service provide management training for administrative, medical, scientific and technical staff. The number of places on management courses for nurses has been estimated at 12,000 per annum.⁶

When I say that universities do not know how much they spend on staff training I am not referring to a complex analysis which takes into account a proportion of the salaries of staff involved, and some numerical cost of space used. Many do not know how much money is spent on sending staff on courses. Here I have specific points to make:

1 Most universities have no budget heading for academic staff training and consequently if a staff training scheme, or even some introductory seminars for new lecturers are set up the money has to be 'found'. One university I have visited has set up a committee to run a quite complicated introductory course. It has no budget, the organisers did not know from which budget heading their bills were actually paid. That was the finance officer's worry. This kind of approach means that the people interested in running a staff training scheme are in competition with the rest of the

university. They proceed by stealth, as an open debate on alternative measures and their costs might too easily precipitate an untimely refusal of funds.

2 Many universities make no special financial provision for sending staff to courses (even some who mention in staff contracts the need for probationary staff to attend such courses). Sometimes the fees for training courses come from the funds put aside to send people to specialist conferences. It is not unusual for a university to have a rationing scheme for such funds, which leaves a lecturer the choice between attending, say, the annual conference of a learned society or a staff training course. I would argue such arrangements are not in the best interests of the university let alone the staff concerned.

3 Large departments, especially those which have large equipment grants, find it relatively easy to produce the modest sums required to send people on courses. A small language department, with a few staff and no equipment grants, finds it much more difficult both to find the money and to cover for the absence of a member of staff. That may go some way towards accounting for the very noticeable bias towards science and technology among the attendances on our courses. A university needs some positive discrimination to support the training needs of such departments.

Behind this lack of attention to finance lies a general attitude towards training. It is not a straightforward resistance to change or simple cussedness. There are some very real problems: some arising from differing opinions about the central purpose of universities and polytechnics; some arising from the inappropriateness or inadequacy of what those of us in staff training attempt, let alone manage, to offer; and some arising from the language and the metaphors we use. These are the problems which I believe we must investigate, debate, come to terms with if acceptance of staff training (which thankfully is growing rapidly) is to be met with sufficient sophistication.

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The Symbolic Function of a Training Unit in Universities

John Broadbent

Objective

To draw attention to training units themselves, especially their symbolic functions in universities. I shall call them TUTs for short, from the common abbreviation for my own unit.

Rationale

The matter is important because, I propose, the way that TUTs are perceived in universities is equivalent to, or symbiotic with, the way that the training function itself is perceived within the academic profession; and that in turn is equivalent to or symbiotic with the way that the teaching function of a member of the profession is perceived within his total roles. Similarly, I propose that the behaviour of TUTs (including the way they perceive themselves) is related to the way that groups and individuals behave in the training, and in the teaching, function.

Evidence

We have had difficulty in communicating with other TUTs; and difficulty in actually acquiring all the messages sent to us from outside. This suggests that TUTs are perceived obscurely, and suffer from ontological indefiniteness. There is a tendency, especially, for TUT-directed messages to get tangled in the registrar's department, or in the department of education, of any university. This suggests a splitting of the training function outwards from the academic centre, and from academic practitioners, towards administration on one hand, and 'education' on the other. That splitting is similar to the bad repute that many departments and colleges of education are held in by graduate students, when they compare them with their undergraduate experience. They claim some such split as this:

'education' subjects

theory
college, department, institute
brain

subject subjects

practice
school (ie front line)
heart and hand

But it is not a simple staff-soldier, brain-body split; for these critics also claim that the brain side is not brainy enough (the courses in educational principles, for example, often castigated as insufficiently intellectual);

and that the practical side is not practical enough (the subject work often criticised for being pseudo-academic). In short, both sides are accused of being 'academic', meaning incomplete, uncomplemented, unattached to reality.

TUTs' positions

I suggest that the proper though uncomfortable position for a TUT in a university is along the boundary between similar polarisations, eg:

learning, scholarship, science

faculty

the subject, the discipline, order

our reputation, careers, past success

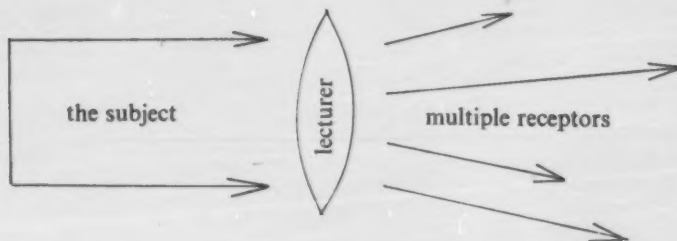
teaching

student

the world, chaos, people

students' challenges, their
future careers and successes

This boundary is obvious in the lecture room, so that the significant way to talk about lecturing is not in terms of eye contact but of organisational geometry:



The lecturer is as it were a lens through which the audience perceive his 'subject' (a stained glass window, as George Herbert said the preaching priest was). So the question is, what is that lens exactly? What is the nature of the activity occurring on that boundary? But the boundary is also to be stood on in the seminar-room, in the counselling session, even at the committee table. It is on that boundary, in fact, that all educational activities occur; because all educational activities are transactions across boundaries. Hence, standing there, TUTs are likely to feel lonely and unsafe. That is also how individual members of faculty often feel in their educational function. TUTs: faculty:: faculty: students. Hence the aggression that faculty direct at TUTs.

Possible responses to the insecurity of the boundary

1 Polarise, keep the sides apart: the university, and individuals, separate:
 the subject, scholarship etc from teaching techniques
 the mainline university departments from departments of education,
 TUTs

The pedagogical implication of this response is that education is essentially a transfer (rather than a transaction or interaction) across the gap; teaching is 'getting the stuff across' or some such Bailey bridge metaphor.

2 Sell out: TUTs collude with response no. 1 by saying, 'We're coming over to the left hand side, we're respectable, education is a subject, teaching is a technology.' When they do that, they don't any longer have to try to hold the sides together on the boundary; they abandon all students to the right hand side of the chasm; and they relieve the university and their colleagues of the challenge to see teaching as a boundary activity.

3 Stay on the boundary, insecure, looking both ways, trying to keep the sides in touch.

Implications of staying on the boundary

Obviously, this is the response I recommend but it is not easy. It involves, above all, insisting on a global function, insisting that your concern with training is a concern with the multiple roles of an educator — pastoral and administrative, as well as pedagogic: helping people to pass exams as well as marking them; helping people to study as well as telling them what to study; handing over the authority of the subject, and so on. In particular, it means that you resist giving 'teaching tips'. This means that you may be accused of both arrogance (for doing too much) and impotence (for not being practical). That accusation is the sign that you are doing part of your job. If the university does not feel ambivalent about you, you have sold out. The reason for the antagonism is entirely serious: a university teacher is by definition someone who, while staying in the world of students, has transcended their role; he is a post-student. For him to go back to being a student again, not in the sense of studying but of submitting to training, is very difficult; and that special difficulty for the academic is added to all the fears that everyone has about 'training', that come from childhood and military service.

How to operate on the boundary

Ensure your own ontological security — acquire plenty of sentience; don't be just another committee of morose acquiescents. Keep your interests multiple, and key your members' own individual skills into them.

Open the problems up with the faculty at large; as Elizabeth Richardson says of student-teachers we might say of our clients:

"If we want our students to learn from their own experience, with all the pain and difficulty this entails, we have to be prepared to accept negative feelings from them; and we may even have to help them to bring into consciousness attitudes that are at first expressed only symbolically."

Group Study for Teachers

(That is one reason for the experimental 'Tavistock'-style group courses we run at East Anglia as one component in training.) Lastly, delegate specific tasks, with full authority and facilities, to very small teams, including people who are not members of your unit — as we have done at this conference, where TUT is represented entirely by non-members, bringing diverse interests and skills of their own to the consideration of staff development.

Courses in Higher Education at the University of Surrey

L R B Elton and J M Kilty

1 Introduction

The Institute for Educational Technology at the University of Surrey has been offering courses in Teaching and Learning in Higher Education since 1968. These have been of two kinds (see Table 1, Appendix A):

a) General courses for teachers in mathematics, science and engineering. These have grown from two-day non-residential courses for new Surrey staff to seven-day residential ones open to staff in any institution of higher education, including those with considerable experience. This year, for the first time the course will also cater for teachers in the Humanities and Social Sciences.

b) Short workshop courses on special topics, including several on objective testing and evaluation methods. Workshops on the Keller plan* and small group teaching will be offered this summer.

In 1972 the Institute received a grant from the UGC which made it possible to appoint a research fellow for one year, Mr J M Kilty, and to offer simultaneously three courses, a general course¹, a workshop course and a discussion seminar for senior staff and administrators. After the termination of Mr Kilty's appointment, his work has been continued by Dr B C Stace, who has been seconded part-time by the University. Because the 1972 general course was studied most intensively, the present account is confined largely to this course and its consequences. Reference will also be made to an Institute of Physics Education Group Conference which profited from the lessons learned on earlier courses.

*In the subsequent discussion Professor Elton explained that the Keller Plan, which originated in the USA is basically a correspondence course with progressive testing, run within an academic institution and with tutorial support. It is like an Open University course except that the material is produced more cheaply and tutorial contact is easier. The Keller Plan is spreading like wildfire in the USA and there are already 25 courses in operation in this country although it was started here only 1½ years ago.

2 The General Course in 1972 (Course A)

The aim of the course was stated to be:

"To introduce new entrants to the profession to the teaching side of their work and to discuss problems in teaching and learning in higher education, with special reference to mathematics, science and engineering."

To achieve this, a very full seven day course was provided, with activities from 9.15 am to 10.30 pm, when the bar closed (see Table 2, Appendix A). The methods employed included:

- a) A number of brief lectures, followed by group discussions, dealing with the problems facing the new lecturer as well as with some of the underlying fundamental theory.
- b) Demonstrations, followed by workshops, on teaching aids.
- c) Practical sessions with feedback for participants to practise the basic skills of lecturing and group teaching.
- d) Exhibition of books, relevant references to the course, educational aids, etc.

However, this catalogue of methods fails to reveal what was undoubtedly the most essential requirement, if the aims were to be achieved. This was the creation of an atmosphere of mutual trust, so that participants felt able freely to give of themselves, and of total immersion in the activities, as so much had to be done in such a short time. It was thought that this atmosphere could be created through the great intensity of the course and the insistence on residence, and the reactions obtained from participants showed that this was indeed so. Just one indication of what could be done under these circumstances are the five minute videotapes, designed to be teaching aids, which were produced by the members in groups of eight in four hours each. This experience was so successful that it was repeated in 1973.

The course was evaluated in three ways:

- a) A pre-course questionnaire.
- b) Daily evaluation sheets, completed by each member and handed in the following day.
- c) A comprehensive questionnaire completed during the week immediately following the course.

d) Follow-up interviews during the year following the course.

Some of (a), (b) and (c) are contained in a Preliminary Report³ and lessons learned in that way have been incorporated in subsequent courses. The present paper will concentrate on the more long term follow-up (d)³ and link it to the pre- and post-course questionnaires (a) and (c).

3 The Discussion Seminar of 1972 (Course C)

Before turning to this follow-up, something must be said about the discussion seminar for senior teachers and administrators (Course C), which immediately followed Course A.* Some of the members of Course C had acted as tutors on Course A, while some of the members of Course A stayed on for the first evening of Course C. This made it possible to introduce the rest of the Course C members, who had just arrived, to the experiences of Course A, at least by proxy. The result was totally unexpected, and is best described in the words of one of the new arrivals, who at the end of an hour's discussion remarked in some desperation: "I cannot understand a word of what you are saying but you all seem to have had a most remarkable experience." After that, Course A members present calmed down and became somewhat more coherent. They had however demonstrated that the desired atmosphere of total involvement had been well and truly created.

The fact that the participants of the seminar fell into two groups, those who had acted as tutors on Course A and those who took part only in Course C, made it difficult to produce truly integrated discussions, a difficulty accentuated by the non-attendance at some sessions of non-residential members. Nevertheless, the seminar produced an agreed set of recommendations⁴ which have proved most valuable in the organisation of subsequent courses and in discussions with outside bodies. The technique by which these recommendations were agreed is itself of interest. A first draft based on the discussions of the group was put together by three members on the second evening and put on overhead projector transparencies. This made it possible on the final morning to discuss, alter and eventually agree them in a way that would not have been possible if every member had had a duplicated copy in front of him.

*The objective testing workshop (Course B) which took place simultaneously will not be referred to further. It proved impossible to evaluate it, owing to the overwhelming pressures on the research fellow, generated by Courses A and C.

4 The Follow-up Study of Course A

The great majority of course participants were interviewed late in the academic year following the course. These interviews have shown that all participants feel that attendance at the course has had a positive effect on their thinking, and that all have carried out some activity which was new or more effective for them. Each individual has made his own decisions in the light of his own personality and experience, and the needs of his students and the expectations of his colleagues as perceived by him. The most common changes have been in approaches to the tutorial, in the issue of lecture notes and handouts, in the use of the overhead projector and in thinking about aims and objectives.

As regards tutorials, very many participants have reported much more effective student involvement and activity. To give just one example, one lecturer broke up three-hour sessions so that much more varied activities could take place, eg introducing press cuttings, demonstrating statistical fallacies and requiring students to present and discuss their own solutions. Several teachers started group projects in which, for example, students adopted different roles, simulating the industrial situation.

Lecture notes and handouts have been used quite extensively by participants, especially for course synopses, complicated diagrams and tables, and mathematical arguments. One lecturer gives full notes a week in advance and organises his lecture around the salient features and the most difficult concepts, as a result, finding a great deal of freedom and a more enjoyable lecture experience. His students greatly appreciate the usefulness of the notes for examination purposes. Another presented a quite detailed framework in the notes but found difficulties in balancing the amount presented with the work done by students in the lecture. One problem was found in more than one low-budget department, viz, that the cost of duplicated notes was prohibitive, even being questioned for very small groups of students. Another, giving comprehensive handouts felt that rather more ground was covered, and in greater detail than in previous courses, leaving more for students to revise. This, had not, however, led to signs that it was undesirable.

The overhead projector was used by many who had not used it before the course and more extensively by others, often in conjunction with the chalkboard. It was used as a chalkboard substitute to maintain face-to-face contact with the class; for the easy display of diagrams and tables (often in conjunction with duplicated sheets); with overlays and with working models.

Many teachers applied themselves to the task of defining their aims for their courses and found that it clarified the problem of organising their courses and defining their approaches.

Several teachers used lecture or course evaluation questionnaires and pre-knowledge surveys. Often these were based on questionnaires used in the in-house evaluation of the Surrey course described in the preliminary report or on the aims questionnaire used in the present project. Some attempted progressively to structure their courses on a unit basis, leading for some to plans for a 'Keller' plan course in future years. Others made tape/slide packages or used film loops more; one integrated laboratory work and film loops and produced a unit based course, etc, etc.

Many teachers reported an easier lecturing experience, eg one saw less need for a 'polished performance', more need for active student involvement in the learning process even to the extent of following up student suggestions knowing they would not work, finding in the process less burden to provide the answers (without the questions). Another, finding relationships with students easier and student response better, also found for the first time real enjoyment in teaching.

In general, the course has led to experimentation and innovation at least on a small scale for all, many of whom were less worried about trying out things new for them, though for many the course came too late to greatly affect the design of this year's courses, eg an already partly planned course was seen as able to derive little benefit from a definition of aims. For many too, there was conflict with other activities; research which was so important and interesting it ate into leisure time; the writing of books; extensive lecture preparation for unfamiliar subjects, and so many disparate responsibilities, many felt it extremely difficult to carry out all of these at the level they wished.

Innovation, however, is not without its opposition. This is perceived as coming from traditionalists who see innovatory activities as a potential threat, ie requiring them at some future date to carry out similar activities under student pressure. One teacher, criticized for 'spoon-feeding', felt able to reply 'it leaves me time for real teaching'. Another teacher working in a small department which was isolated from other departments, was disillusioned with staff who neither wanted to change nor know their students. Others reported interest in their activities both from those ready to adopt successful ideas as well as those waiting to criticise unsuccessful attempts to try new things out. However, disinterest was more common than opposition and most participants of the course found colleagues, including senior departmental members, were ready to offer support and encouragement. One teacher, probably the most experimental and innovatory of all, who had read nothing in education before the course, and had read considerably since, felt that young teachers had much more freedom to experiment than they realised. However, it was apparent that positive

encouragement was a necessary condition for this experimentation to occur at least in the early years of a teacher's career.

5 An Assessment of the Achievement of Aims of Course A

Participants were asked to rate on a five point scale (5 – very important, 1 – of no importance) the importance and achievement of each of a list of thirty-three aims, derived from discussion with University teachers and, in particular, participants of former courses. They were asked to rate these aims on "the importance which you attach to each aim for *yourself*" before the course, and on "how well you think the course achieved these aims for you" immediately after the course. For the present discussion teachers attending the course with one or more year's experience will be called 'more experienced teachers' and new teachers and teachers with less than a complete year's teaching experience 'less experienced teachers'.

Taken as a group the participants rated two particular aims as most important for themselves: 'to improve personal lecturing technique' and 'to increase knowledge and methods of organising and conducting a lecture'. (See Table 3, Appendix B.) These were followed by 'to increase knowledge of techniques and methods of organising and conducting a tutorial'. More experienced teachers, however, rated even more highly than the three aims above, 'to improve audibility and clarity of speech'. In addition, they saw 'to increase awareness of personal annoying mannerisms' and 'to develop an orderly blackboard manner' as being clearly more important to them than most other aims. This was in marked contrast to less experienced teachers who, whilst considering them important found them less so than the more experienced teachers, and saw as more important some other aims, eg 'to increase knowledge of other teaching methods' and 'to develop confidence in teaching'. These, in their turn, were considered less important by more experienced teachers. It would appear therefore that the more experienced teachers were aware of particular deficiencies in their teaching performance, while the less experienced teachers were more generally interested in teaching and learning problems. The preoccupation with the lecture confirms earlier findings⁴.

The aims which participants thought the course achieved for them are listed in Table 4 (Appendix B) in order of perceived achievement. Notable amongst these aims are 'to develop a critical approach to teaching', achieved better for less experienced teachers and 'to develop a critical awareness of standards in teaching', achieved better for more experienced teachers. This implies that the course raised for participants possibilities which they had not considered and which they accepted. The course was, however, only moderately successful for the two lecture aims and poor in achievement of 'to improve audibility and clarity of speech', thought so

important particularly by more experienced teachers. These underachieved aims reflect on the whole the small amount of time devoted to practice lectures for each individual. The majority of participants accepted that in a one week course there were so many things to experience that no more than a few hours could be devoted to this activity, but it does raise issues about the desirability of arranging individually tailored sessions for black-board practice, voice exercises, lecture preparation, talking in large theatres, and arranging group sessions on specific topics.

For all participants, the most overachieved aim was 'to develop a practical interest in education as a field of study'. This is a most interesting effect of the course, clearly reflecting a development of the participant's concept of education and its implications in the work of a university or polytechnic teacher. Participants also agreed that 'to increase awareness of issues and debating points in higher education' was overachieved, reflecting the high professional level of concern communicated in lectures and discussions, both formal and informal. There is an implication here that the course was successful on the whole in communicating new ways of thinking, in showing new possibilities and giving new insights into teaching to the participants, and in changing and developing their attitudes towards teaching and learning. That these changes were recognised and accepted by participants was made clear in interviews.

6 Experiences in Subsequent Courses

In 1973, two overlapping courses were offered, for less and for more experienced teachers (Y and X). A significant departure from previous practice was the absence of discussion leaders from the group discussions. This experiment with tutorless groups, had been proposed as a result of the success of unstructured group sessions, which had taken place on a voluntary basis on the Sunday of the 1972 course A. However, as an integral and formal part of a course they proved a failure, in that they led in many instances to unresolved tensions and frustrations. Discussion leaders will therefore again be present in 1974, but the lessons learned from this failure are significant in connection with what it is possible to achieve not only with academic staff, but a fortiori with students.

The course was attended by two observers from humanity departments of the University of Kent. They made a most valuable contribution to a discussion which took place at the end of course X and which led to the conclusions:

a) There is no need to distinguish between courses for more and less experienced teachers, but the courses provided are not well designed for the needs of totally inexperienced teachers. (This conclusion had also been reached by course C in 1972.)

b) There is considerable overlap between the needs of the sciences and humanities.

As a result of these conclusions, the 1974 course will be jointly for more and less experienced teachers and, with certain alternative options, for teachers in all subject areas. It will be run in collaboration with staff from the University of Kent.

A second experience relates to a conference of the Institute of Physics Education Group which was held at Surrey in September 1973. This conference replaced the traditional format of lectures plus discussions by largely participatory activities.* The success of this innovation was indicated by the strong demand for more extended participatory workshops expressed at the conference. Two such workshops will be provided in July 1974.

7 Looking Towards the Future

In spite of the undoubted success of much that has been attempted in the courses so far provided, it is clear that there are very definite limits to what can be done by means of short courses. Two obvious extensions are:

a) The provision within a given institution of regular seminars and discussions for those interested in problems in teaching and learning, as well as of on-going assistance for those who wish to take advantage of it.

b) The provision of longer courses for senior members of staff who wish to devote a major part of their time to developments in teaching and learning.

These two are related, since in order to provide the staff required for (a) it is necessary to train appropriate staff through courses of type (b). A course of this type, extending part-time over two years and leading to the award of a postgraduate diploma, has existed for some years at Monash University, Australia. Plans for a similar course to start in 1975 have been submitted to the UGC by Surrey, City and Kent Universities, and it is hoped that the present financial crisis in the Universities will not delay this start.

Acknowledgements

Our thanks are due to all the course participants who helped greatly in the evaluation of the courses which they attended, to the University Grants Committee for financial support, to the University of Surrey for offering to cover losses during the first few courses, an offer which it was fortunately not necessary to take up, and above all to the Administrator

of Courses, Mrs Jenni Thackwray, for her help at all times, but in this case specifically with this paper.

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Appendix A:

Table 1: Surrey University: Courses in Higher Education

Course Year	General little or no experience	General more experience	Specialised Workshops	Seminar or Conference
1968	Surrey staff M,S,E			
1969	Surrey staff M,S,E			
1970	all staff M,S,E			
1971	all staff M,S,E		Objective Testing M,S,E	
1972	all staff (A) M,S,E		Objective Testing (B) M,S,E Objective Testing Physics	Senior and Admin. staff (C) Institutionalisation of change
1973	all staff (Y) M,S,E	all staff (X) M,S,E	Evaluation Methods, Physics	Institute of Phys. Ed. Group More Learning Less Teaching?
1974	All Staff M, S, E, H and SS		Keller Plan M,S,E Small Groups M,S,E	

Notes:

1 The letters A, B, C, X and Y are used in the paper to refer to these courses.

2 M (Maths), S (Science), E (Engineering), H (Humanities), SS (Social Science).

3 Since 1970 the General Course has also been attended by Surrey post-graduate students.

Appendix A:

Table 2: University of Surrey: Institute for Educational Technology Course on Teaching and Learning in Higher Education 1972: Timetable Course A:

	0915 - 1215	1330 - 1500	1530 - 1800	1930 - 2100
Tuesday 19 Sept		Registration	"Purpose of University" (Prof G Mocdie) (1630 - 1800) L	Informal discussion in bar
Wednesday 20 Sept	"Audio-Visual Media" (Mr C R Towns) LD and display	"The Lecture" (Prof L R B Elton) (1430 - 1600) LD	"Self-teaching" (Prof L R B Elton) (1630 - 1800) LD	"Learning" (Mr D E James) L
Thursday 21 Sept	"How Students Study" (Mr D E James) LD	"Laboratory Teaching" (Dr P J Black) L	A: Educational Aids B: Practice Lectures W	A: Display of visual programmes B: Playback of lectures
Friday 22 Sept	"Group Teaching" (Dr P J Black) LD	"Aims, Objectives, Evaluation and Assessment" (Prof L R B Elton) L	A: Practice Lectures B: Educational Aids W	A: Playback of lectures B: Display of visual programmes
Saturday 23 Sept	"Examinations and other forms of assessment" (Prof L R B Elton) LD	"Use of Library" (Dr M Stevenson) L	A: Educational Aids B: Practice Lectures W	Buffet Supper
Sunday 24 Sept	"Aims of Course" (1100 - 1230) D	Book Display	Free	Free
Monday 25 Sept	"Student Problems" (Miss A Newsome) LD	"Student Views" (panel discussion)	A: Practice Lectures B: Educational Aids W	Playback of video tapes made in Educational Aids workshop
Tuesday 26 Sept	"University Government" (Mr H Jones) (Mr D Lockwood) LD			

L - Lecture

LD - Lecture followed by discussion in groups

W - Workshop

Appendix B:

Table 3: Aims Thought Important by Participants

Rank (in order of importance)		Mean rating 5 point scale
1	To improve personal lecturing technique	4.67
2	To increase knowledge of techniques and methods of organising and conducting a lecture	4.60
3	To increase knowledge of techniques and methods of organising and conducting a tutorial	4.27
4	To increase awareness of the variety of student approaches to learning	4.13
6	To increase knowledge of other teaching methods	4.07
	To increase awareness of the variety of possible designs of teaching situations	4.07
	To increase knowledge of the variety of methods of assessment and their applications	4.07
8	To increase knowledge of the effects of stating aims and their applications	4.03

Appendix B:

Table 4: Achievement of Aims for Participants

Rank (in order of achievement)		Mean rating 5 point scale
1	To increase knowledge of other teaching methods	3.93
2	To increase awareness of the variety of possible designs of teaching situation	3.85
3	To develop a critical approach to teaching	3.82
4½	{ To increase knowledge of the effects of stating aims and objectives with some precision To increase awareness of issues, debating points in higher education	3.71
		3.71
6	To develop a critical awareness of standards in teaching	3.64
7½	{ To increase knowledge of the variety of small group teaching methods with their purposes To increase knowledge of self-teaching methods	3.46
		3.46

Discussion

The following represents a grouping of questions and answers on different topics.

Q Could a change in attitude, for example, on the Surrey course, be achieved within one week; perhaps only a change of interest occurred or perhaps attitudes were developed which did not exist before. If short courses were to shift attitudes to any marked extent subsequent reinforcing was necessary in the way of follow-up courses and studies.

A Some of the problems relating to changes or developments of attitudes were due to the short duration of the course and the tasks undertaken by participants necessarily being small scale. Mr Kilty had, however, conducted follow-up studies after one year and found that all participants had engaged in some sort of innovation during the course of the year. Attitude development had been achieved and this was probably due to the experience of total immersion which the course, although short, had provided.

Q Participants on a training course, on returning to their home institutions were often faced with apathy and even resentment from colleagues, with a lack of material resources (OHPs not available, etc) and with a self-induced feeling that innovations are after all terribly time-consuming. Team teaching for instance, which was an innovation that achieved a positive response at a course run by Plymouth Polytechnic could fall flat on its face in an unenthusiastic department. Should one not therefore work on the attitudes in the departments to which the participants return?

A There was little that could be done to meet this problem except perhaps to forewarn participants. For those who were actually from Surrey University, some help could be given; it was always easier, however, for a physics department to provide necessary resources than say, sociology, with no technicians and a comparatively low budget. Among signs of hope was the news from the floor that a lecturer at university had, as a result of exposure to alternative ideas on teaching, gradually reduced the time he talked in a lecture period until he had abandoned lecturing as such completely. Students now used the session as a sort of consulting service.

Q Another desirable function of short training courses was the bringing together of lecturers from disparate disciplines and areas of activity. At Plymouth a course bringing together university teachers, industrial tutors, primary and secondary school teachers and members of the armed forces was happy to mix and CCTV was used as a catalyst to this end. A remarkable rapport had grown up between the participants as a result.

Interaction between any divided elements of the educational system was to be encouraged, be their specialism sector based in subjects or different sectors of education. In at least one university people were already beginning to co-operate across departments and this was helping the dissemination of inexpensive innovatory ideas throughout the institution.

A There were problems of meeting everyone's needs on a course which set out to be inter-disciplinary; on shorter courses participants appeared concerned to have "things that are relevant to me" and argued "ah, but my subject's different". For some purposes there was value in mixing disciplines but it was wise to confine people to their specialisms for a considerable part of the time. Those teaching laboratory subjects for instance, needed separate provision from arts teachers who wanted more time devoted to group teaching techniques (though why laboratory subjects should not necessarily demand an understanding of group techniques was not asked).

Q Was it of any value to nurture incompetence?

A The best could look after themselves. It was our business to cope with those below average or average. Students vary in their opinion of a lecturer's teaching ability. But it is also possible for a student to say "I went to a marvellous lecture last week - now, let me see, what was it on?" We do need to improve the mediocre teacher so that he or she would be found satisfactory to a broader cross-section of students. It should be said, however, that the best teachers may be born that way, but they still have to train - just like professional footballers.

Q Was the implication of the growing emphasis on training courses that teaching was to be considered on a par with research in universities? There was a sizeable and respectable body of opinion which would hold that to be disastrous. The primacy of research in universities was essential at least for the continuation of the system of tenure for academic staff at present and also for justification of the special treatment that universities get in the higher education system. To put teaching on a par with research would change both these aspects of the university system, though this might be a good thing.

A Agreed on the primacy of research; it was important, but the research could well be into one's own teaching. Regarding the lack of material resources at home institutions, it was ridiculous that this should be a problem when one looks at the rate of expansion in universities. Until teaching is considered of comparable importance to research, this lack will continue to be a problem. This is why we hope to produce a full length

course with a qualification in teaching. With the present climate of opinion that teaching is becoming more important we can develop in universities groups of people for whom teaching is *the* important task (eg, senior tutors to staff) and they would be the kind of people who could sit on senate committees. Half a dozen people like that dotted round departments will make an enormous difference.

David Jaques

New Resources and Concepts in Engineering Teaching

Dr N D C Harris

Introduction

Although I am not an engineer I was a member of the course team involved in this project for two years and I have attempted to write this article objectively. Professor J Black received UGC assistance for funding a series of educational technology workshops for engineering lecturers. He and his colleagues developed the workshop framework, and other colleagues from departments at Bath, Exeter and Heriot-Watt Universities assisted in the course, and I was one of these.

Many problems arise in the teaching of engineering. For example in laboratory work with large extensive equipment, how does the lecturer ensure that the right experiment is available at the right time? A traditional organisation is for the student to call at each experiment or 'station' week by week irrespective of its relevance at that time. In this way the instruction sheets are guaranteed to be a mismatch for most students.

The lecturer decided to look closely at the purpose of one of these experiments. A possible solution would be to videotape the experiment and meter readings, giving students data sheets to note these down and to derive the characteristics. These are then compared with published data and the discrepancies explained by the students. All this could take place in the library. As can be seen the purpose of carrying out the experiment is different and clearer than for normal experimental work. It is this clarification of purpose, method and evaluation that is the basis of the systems approach. This is the sort of learning experience which can be designed and produced by most lecturers with the assistance of their central services unit. The use of media may be quite unnecessary in many circumstances. The purpose of the workshop was to enable the participants to produce this sort of material. The format is adaptable to other disciplines.

2 Purpose

The aims of the workshop were:

1 to enable the engineering teacher to identify how the new resources and concepts can contribute to his teaching and his students' learning;

2 to make him aware of the range of new facilities, techniques and ideas which are now available, on the basis of case studies of existing programmes;

3 to give him an opportunity to define objectives for his own selected topic, and to produce self instructional material for presentation to, and critical evaluation by, the tutors and members of the workshop.

After attending the course the participant should be able to:

- 1 analyse critically any educational task or situation in which he is involved;
- 2 establish the educational objectives – and to discriminate between 'objectives', 'content' and 'curriculum';
- 3 determine if the objectives have been met, and to distinguish between this process and the normal examinations;
- 4 choose amongst the various options open to him to produce the best learning situation for the students.

3 Target Population

The workshops were aimed at lecturers with experience of lecturing, laboratory supervision and tutoring on university engineering degree courses. The target did not include new lecturers, nor was the intention to train lecturers in the use of one medium (eg television).

4 Staff

The course was staffed by one professor and six lecturers from three Universities (Bath, Exeter and Heriot-Watt) covering a variety of engineering disciplines and education. The advantages of using staff from three universities were firstly, more ideas and variation in approach, and secondly, more credibility.

5 Reading before the Workshop

The participants were sent three books^{1 2 3} which they were asked to read.

By discussion, which took place during the workshop, it would appear that the majority of participants did do their homework! On arrival a folder containing a variety of reference material was provided. This either elaborated on or provided the basis for the inputs during the workshop.

6 Organisation of the Workshop

The workshop was based on four main activities: inputs, tasks, eating and drinking, sleeping. The inputs can be seen by referring to the programme (Figure 1). These were deliberately dispersed through the workshop to prevent mental indigestion and also their timing was as far as possible,

relevant to the development of the tasks. The inputs varied from lectures to discussions, from films and videotapes to synchronised tape slide situations, from papers to flip over books. These were contributed from the three universities and from outside sources (for example the Royal Navy film "Programmed Learning").

The *tasks* were based on small groups of 4 or 5 participants, and the groups selected the task from a list which was provided. These tasks were at a fairly elementary level (say first year degree material). On the first two workshops the groups were chosen from lecturers of one discipline (eg electronic engineering), in the third workshop the groups were mixed discipline. Each arrangement had its advantages and disadvantages. As can be seen in Figure 1 the *task* groups developed their learning materials as the workshop progressed.

Figure 1: Workshop Programme

Tuesday

Lunch

Registration What do we mean by Educational Technology?

Tea

Teaching & Learning as a Feed-back system.
Tasks(1) Aims: Formation of Groups: selection of topics: allocation. Complete the RN Pre-test paper for collection.

Bar SCR
Dinner

introduction to Programmed Learning: A Royal Navy film: complete Post-test: Discussion.

Wednesday

Breakfast

Engineering students: what are we, the teachers, trying to do, and how do we measure our success?

Coffee

Tasks(2) Groups meet to define objectives.

Lunch

Critical evaluation of the media available.

Tea

Tasks(3) Groups prepare outlines, select methods.
Is all this effort worthwhile? a challenge with working example..

Bar SCR
Dinner

Motivation in an introductory course – a video-tape allied with a tutorial system.

Thursday

Breakfast

Coffee

Tasks(4) Groups prepare their material.

Students self-instruction: programmed texts: multiple-choice: laboratory task-sheets.

Classification of Educational Objectives. Critical evaluation by groups of video-tape, slide-tape and printed instruction on how to work a computer punch.

Bar SCR

Lunch

Tea

Tasks(5) Groups finish preparation. Some case-studies and presentation of total student-based programmes proved in use.

Bar SCR

Dinner

Members critical views on Heriot-Watt, Exeter and Bath material.

Review of innovation, curriculum development and collaboration.

Friday

Breakfast

Coffee

Tasks(6) Presentation of Group programmes. Members' criticisms. The Workshop – what has been achieved and how do we implement what has been learnt?

Outputs

The task groups presented their self instructional material on the last morning (see Figure 1). These were criticised and discussed by the remaining groups and the tutors. The presentations varied from worksheets or programmed learning to synchronised tape slide or in one case television. The state of the presentation obviously depends on the way the group has interacted and how much sleep they have lost to produce an end product! It is not unusual to find two groups hard at it at 1 a.m.

Evaluation

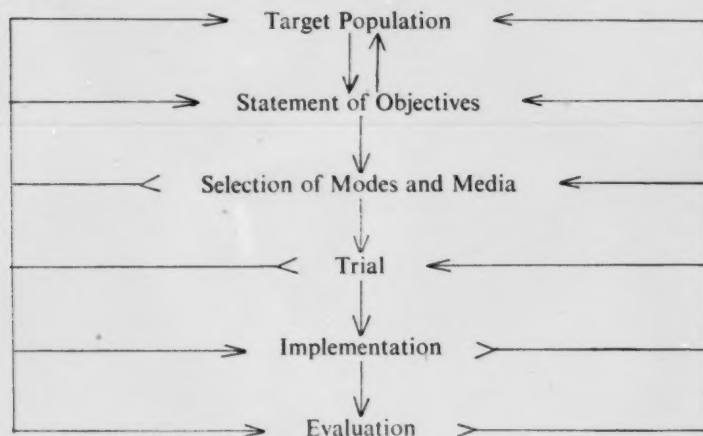
No formal evaluation has been used, the feedback has occurred during the workshop, causing changes in the proposed timetable. In addition the final session is an open criticism of the workshop. From this criticism modifications have been made to the next year's programme. The other feedback has been from participants writing later, still enthusing about

the workshop and explaining how they are now putting the ideas into practice. However to counteract these there is the ominous silence from others.

Conclusion

The main advantage of such a workshop is the opportunity for lecturers from a variety of universities working together to solve a common problem. During the working and social times the discussions based on learning and teaching problems and their possible solutions are invaluable, but difficult to measure. The workshop must use a simple model for course design and Ralph Tyler's model from the 1930's may be too simple (see Figure 2).

Figure 2: Simple Model of Course Design



Also used is a simple approach to objectives:

- 1) what the learner can do at the end
- 2) the conditions under which he can do it
- 3) the performance level expected.

These two simple bases are useful for a 3 day workshop. There is no pretence that they are the only approach. Such workshops are feasible over a wide range of disciplines and it is to be hoped that further collaborative ventures will occur to provide them.

Acknowledgements

The workshops were the brain child of Professor J Black and I have freely drawn from his materials. The other tutors have also contributed including colleagues Mr J Cowan from Heriot-Watt University and Dr D Buckingham and Mr J J Matthews from Exeter University.

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Discussion

Were the course participants volunteers? Were they all young or were there 'entrenched' experienced teachers too?

The course took no more than 25 members, of whom not more than three were from the University of Bath itself. One of the benefits of such courses is that people from a variety of universities meet and share common problems. They were not volunteers so much as those who had been persuaded by their heads of department! Others were enthusiasts, perhaps those who had been previously involved in research rather than in teaching and to whom this course opened up new fields – often these people provided leadership within the group. Finally there were those who had heard of educational technology and had come to investigate its possibilities. There were no participants from polytechnics, as the courses were funded by the UGC. Mr Harris felt that perhaps the need for such courses for engineers would eventually be fulfilled; participants went back to their own universities, either used or forgot about the workshops (and here he stressed that both acceptance and rejection of the ideas proposed were valid outcomes) but some certainly acted as centres for help and guidance of others. He was reminded from the floor that there was still a reservoir of need in the polytechnics. Strategies for 'entrenched' teachers were mooted including a travelling circus type of workshop visiting the universities, and the group was reminded that in Russia, refresher courses in subject specialisms were obligatory and also included a large amount of educational technology.

What is a workshop?

In this case, a group of people using a systematic approach took on a task, and worked on it for a few days, making judgements and decisions, putting theory into practice. They were staffed by engineering lecturers mainly, each with a particular specialism in educational technology, such as tape/slide, programmed learning, interaction of media, design of experimental work, graphics, plus one specialist in educational technology. Each group had not more than five members and the task was shared between a mixture of civil, mechanical, electronic and electrical specialists as it was found that mixed groups got nearer to the students approach to the course. The progress was perhaps slower than with other arrangements or with individual work, but benefited from the variety of views available. Comment from the floor postulated that educational technology must mean a group effort if it means anything at all, and while this is apparent in the work of the Open University, in others it very often means that the one person interested enough to become involved in it is a prophet without honour in his own country. No solutions were offered to this common problem.

Why spend time on this sort of thing when old fashioned methods work perfectly well?

At the University of Leeds, mathematics service courses for engineering students had met problems of motivation and interest – hence three different learning situations, using TV, overhead projector work and lecturing were evaluated and it was found that the students did equally well in all three but that their expectation of benefit from new methods fell off as the work proceeded. The University of Salford, also experimenting with new methods had decided that there was no substitute for a gifted teacher but that educational technology allowed him to spend less time in mechanical and routine work and gave him more chance to use his energies and expertise in the more complex practice of his art. Duncan Harris reminded the group that it was necessary to consider the job satisfaction of the teacher as well as the needs of the students, when considering new techniques.

What such courses should do was to encourage a systematic and logical approach; to attempt to define objectives is a useful exercise in itself, however poorly they may be specified in the first instance, and to look at different systems of constructing a learning situation in which they might be achieved does not mean that 'old fashioned methods' are rejected out of hand – they form part of any teachers repertoire for selection where appropriate. Courses in educational technology merely widen the repertoire of the teacher and ensure that the lecture method is chosen where it

fills a need, and not merely because it is the only type of learning situation known to the teacher. From a time/cost/benefit point of view carefully structured work is particularly relevant where there is a large amount of mechanical routine to be taught, where the material is not likely to change much in the next few years and where there are a large number of students to cope with. Such methods would be largely inappropriate, eg in a final year design course, although a semi-humorous videotape had been used with success as motivation in a design course. Duncan Harris gave an example of a videotape made to teach students how to punch computer cards – after seeing it, they could not perform the task! The solution was to provide a well designed flick book beside the card punch and success was ensured. One of the problems here as was the case with oscilloscopes – each one needed its own book.

Mixed ability classes

The example taken was engineering drawing where it was suggested that novices be split off into a separate group and a semi-programmed approach used in fact more like work sheets than programmed learning – where the student could check knowledge and work partly by self-instruction with a tutor available when needed. The flagging motivation of first year students was a problem posed from the floor for which a pretest of knowledge was suggested, as students may or may not have A or S levels in some parts of the work, and although a semi-programmed approach might bring all the class to the same level at one period of time, this will be a recurrent problem as different topics are covered. The boredom of those who are repeating work and the despair of those who have never touched it before are always with us. The Universities of Bath and Surrey have both done work on these lines.

Dorothy Dallas

Management Teacher Development—A Report on a Practical Application

Kenneth Ambrose

The programme described here is provided for those about to enter or who have recently entered management teaching in further and higher education. It is full time, non-residential, and runs for 10 weeks. It has been mounted regularly, usually twice a year, since it was set up in 1964 with the assistance of the then Ministry of Education and the Foundation for Management Education. It is located within the large and active School of Management Studies of the Polytechnic of Central London. The average course membership has been 10 per course, 20 per year, totalling slightly above 200 for the ten years of its existence.

Objectives and Target Population

The general aims of the course are to help participants

- a) to understand their relationship with their course members, who are mature and critical adults;
- b) to improve through practice their grasp of teaching methods which are likely to be effective in this situation; and
- c) to deepen and broaden their understanding of management education.

Within these general aims, a number of specific behavioural objectives are laid down on such subjects as formulating objectives, course design, the use of feedback, student participation, and others. Not all these objectives are applicable to every course member, nor are they intended to be comprehensive: our course population is too varied to work to one universally applicable set of objectives. The 75% of course members who have just or recently joined management departments in polytechnics and further education colleges vary greatly in their backgrounds (management, the public service, subject specialists, for instance) and in the facilities and philosophies of their workplaces. The remaining 25% are made up of intending teachers (some of whom are redundant managers), industrial trainers, and university teachers. About 10% of these course members come from overseas, often sponsored by one of the international agencies, such as the International Labour Office.

Course Content and Methods

The programme concerns itself with subjects in five main areas: the role of the management teacher, the learner, teaching methods, course design,

the environment of the management teacher. These subjects do not, however, occur as separate items in the programme any more than they occur as such in real life. They are experienced by the participants in the context of project work, teaching practices, discussions with staff and visiting speakers, and reading assignments, which form the substance of course activity.

Course Staff

Five members of staff have major responsibilities in connection with the programme, but they also have major responsibilities in connection with courses for managers (as distinct from courses for management teachers) at the School. These five have been selected for the variety of contribution they can make to a diversified programme. They include all ages between the late twenties and the late fifties; backgrounds in management, the public service and teaching; preference for an academic approach and preference for a pragmatic one; those who operate best in structured learning situations, and those who prefer unstructured ones; the formally teacher-trained and those who have learnt teaching from experience. In addition, most other members of the School's faculty, as well as a number of outsiders, contribute to the programme either by coming in and leading some of the sessions, or by acting as tutors to course members or as hosts to them in their own classes.

Why did it start in Management Studies?

It is probably not accidental that teacher development started in Management Studies some years before it did so in other areas of the further and higher education sector. One reason may be found in the nature of the majority of course members in management departments. These are hardly typical 'students'; the Management Education, Training and Development Committee of NEDO recognised this in its Second Report in October 1971, when it said, "The nature of management education with its considerable emphasis on teaching experienced managers in mid-career, places special demands on the teachers who must be credible in the eyes of their students, and not merely academically competent." A second reason is the nature of the subject or subjects with which management teachers are concerned. Management, like for instance, medicine and engineering, is based on a number of academic disciplines; it is not itself a 'science'. In teaching it, an inter-disciplinary approach is required with emphasis on the practical applications of academic findings. Thirdly, the teachers themselves tend to be different. To quote the NEDO Report again: "The traditional term 'teacher' is only appropriate as a general description of these individuals, since their precise activities may range from tutorial work, research, fieldwork and consultancy to more traditional types of formal teaching."

How has it changed over the years?

The objectives of the programme have not changed materially during the decade of its existence, except that they are much more concisely expressed now than they were in the original submission of 1963. After all, not much was known in this country about educational objectives ten years ago. The participants tend to be better informed about management education and appropriate teaching methods now than they were when we first started. It was quite normal in the early days for a majority of course members to have never played a business game, nor to have heard, say, of programmed learning. We are now dealing with a population which has typically attended some management training and has some ideas about it from the start.

The course staff has a more varied background than the original trio which started it off, and which needed help from a host of visiting speakers mainly to make up their own deficiencies. The present team is quite able to run the whole programme, but is constantly enriching it by drawing on the goodwill which exists for the programme among the faculty of the School and among alumni of the course and other friends. The course content previously emphasised the different teaching methods available, and the construction of courses, using these methods. Nowadays interest focuses on the role of the teacher in helping adults to learn, the design of learning situations of all kinds (not only of courses), and the use the management teacher can make of his social and educational environment, including the international one. The methods have always been actively participatory. In the early days this participation was structured, and the activities were determined by the staff. Gradually we learnt to take our cue from the needs expressed by course members, and to make the timetable more flexible to allow for some of these needs. At present, the course staff provides initial structure, and hands the course over to the members after the opening weeks so that they can pursue their learning needs as individuals and as a group with the support and guidance of the staff, who have now become consultants and facilitators.

Some difficulties encountered on the way

In case it all sounds too easy, it is only fair to spell out the difficulties which we have encountered. The two most serious ones throughout the decade have been recruitment of course members and obtaining the resources necessary for the success of the programme. Recruitment has been at least as difficult as it is to training courses in industry. Teachers are just as busy as managers, and teaching institutions work on equally tight budgets, which make it difficult to release staff for training. The ability to manage and to plan ahead is as unevenly spread among department heads in

education as it is in industry, and only a small number of them have been able to second staff to the course for what is virtually a whole term. As a result, the course staff spend a disproportionate amount of time keeping in touch with those heads of department and alumni who are likely sources of future course members and generally keeping the programme before its potential public; even so the numbers obstinately refuse to rise.

Resources in the public sector of education are always in short supply relatively to the potential demand for them. This applies even more acutely to a programme like ours which depends for its value on being ahead of its time, or at least in the van of current practice. The teachers who participate should be able to experience how much can be learnt on a well-run course, so that they in turn may 'multiply' the effect of their learning in their subsequent practice. Due to the peculiarities of accounting systems in education, the programme has no separate budget of its own, and any special facility like, for instance, a residential weekend at a management centre in the country, or an issue of books to course members, has to come out of general Polytechnic funds and has to compete with all the other claims made on these.

There are a number of other difficulties with which we have struggled over the years: one of these is how to reconcile a dynamic and loosely structured timetable with a system which requires well-defined 'student-contact hours' in 90-minute packets for the other School activities. Keeping up to date with developments in education as well as those in a management subject area can be quite strenuous, as indeed can be the need to "be all things to all course members" – supporting those who need some structure on the programme, counselling those who find the change from management to teaching traumatic, monitoring the self-starters so that help can be made available for them when needed without stifling their initiative, and so on. There have been plenty of informal contacts with alumni, many of whom are now good personal friends, but we have not been able to keep in touch with them systematically, as we would have wished.

Finally, we are still grappling with the problems of evaluating the programme: there is plenty of feedback from members while the course is in progress, and this enables us to satisfy their perceived needs reasonably well; there is a follow-up questionnaire sent out 6/12 months after the course, and this gives us some more information. The methodological problem we have is that the course itself is developing all the time, and the course members come from different backgrounds and proceed to different institutions, and that the data therefore are not strictly comparable. One of the course staff is currently engaged on a pilot study to investigate the possibility of devising an improved method of evaluation.

The wider context of the Programme

When we started in 1964 the only other relevant activities available to teachers of management subjects were an annual short course by the then Ministry of Education, the Harvard International Teachers Programme, or, of course, a degree course in a subject relevant to management. In 1974 we witness a very much diversified scene, with most of the additions having appeared in the last two or three years. It is now possible for many new teachers of management subjects to benefit from the induction courses organised by many colleges, by in-service day release, by the advice and help of individuals appointed to the staff of many colleges to promote teacher development, or by study leave after they have been in service for a while. Several of the new Regional Management Centres have set up short courses in teaching method for management teachers, and the Association of Teachers of Management runs vacation workshops on subject areas and methods. There is suddenly widespread recognition of the importance of teacher development in the further and higher education sectors, and of the many different forms which such development can take. In the meantime we continue our specialised contribution to management teacher development happy in the knowledge that we are no longer alone, and intent on adapting our programme continuously to changing needs and in the light of the growing provision all around us.

Discussion

The discussion began with a consideration of whether the course was educational in nature or essentially a series of 'tips for teachers', and if one aim was to change the attitudes of the participants. Mr Ambrose replied that the course is primarily one of training the student in developing him or herself – the course is experiential. In addition practical tips are given. How do you design a course? How do you run a course? Changes in attitude are involved; in many respects the course is a T group situation with emphasis on the student discovering more about his or her relationships.

Questions were asked about the methods of assessment of the course and of the students. There is no formal assessment of students but a continuous feedback system operates and at the end of each activity the student assesses what he or she received from it. There was some discussion about the need for, and desirability of, refresher courses. Mr Ambrose said that a series of module courses (workshops) had been introduced and students selected those courses which met their particular needs. It is planned to introduce a qualifying course leading to some formal qualification – probably an MA.

It was then asked why a concern for education seemed to be more highly developed in management and some other courses, for example medicine, than in many other fields. Mr Ambrose felt that perhaps this concern was not so widespread in management; after all there were some 2000 teachers but in 10 years only 200 had done the management teachers training course. However, the students tend to have clear ideas of what they want from the course. Moreover, most people who were teaching in the management training course came from a practical background in management. Finally, the discussion switched to the differences in organisation between universities and polytechnics; the general conclusion being the polytechnics implement change much more rapidly than universities.

Mary Besly

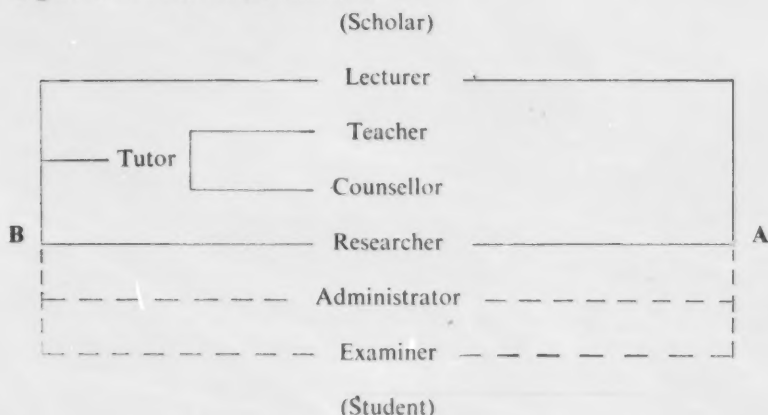
Managing to Teach as Well?

Bradford W Imrie

This paper starts with a South African limerick! Last year, for the first time, the University of Witwatersrand in Johannesburg presented a course on 'Teaching Methods and Media' and Dr D C Limerick prepared a short note on 'The Handling of Discussion Groups' in which he made the following apposite comment: "I suspect that ultimately we shall have to do as industry is now doing in the selection of management teams: we will have to select balanced teaching teams, comprising teachers who are effective in a narrower range of roles, but who complement each other."

Let us then consider the role of the academic and the complementary nature of the different functions or responsibilities which are relevant:

Figure 1: The Role of the Academic



A A traditional definition of an academic might incorporate 4 of 6 different functions and the tutor is used separately as a description of the member of staff who would be required to act as a teacher and/or counsellor. However, having been both tutor and counsellor with the Open University, I realise that there could be potential conflict between the objective and subjective functions implied.

B Should the modern academic (inappropriately still described as a lecturer) be expected to excel in all of these different roles or should the department manager (or professor as he is usually described) seek to appoint a team which will have trained specialists for these different functions and responsibilities?

Finally, let us not forget to bracket the role of the academic with two rather similar words – the student aspiring to scholarship, the scholar aspiring to learning and, hopefully, both gaining benefit from a shared experience. Surely the evocative phrase ‘teaching in the atmosphere of research’ can now have a contemporary counterpart in ‘teaching with the inspiration of scholarship’ – in education as well as in subject-bound disciplines!

Figure 2: An assessment of expectations of new members of staff (1973) at 7 universities

Question 23 – Supposing that further discussion groups/courses were to be arranged, each lasting for an afternoon, how often would you be able and willing to attend?

	All %	Experienced %	New %
a) once a week throughout the session	3	0	5
b) once a week during first term	1	0	1
c) once every two weeks (session)	7	8	6
d) once every 3 – 4 weeks (session)	38	32	40
e) once a term	29	41	25
f) not at all	8	5	9
g) other	14	14	15

Question 26 – If a ‘training’ could be provided for faculty or departmental groups of teachers give your assessment of the value of the following topics. Assume that each topic would be discussed by the group meeting for an afternoon.

(A 5 point scale was used ranging from 1 – ‘unlikely to be of value’ to 5 – ‘very valuable’)

	Number	Average	σ
a) The University Teacher	110	3.37	1.31
b) The Lecture	114	3.86	1.09
c) Small Group Methods	112	3.93	1.10
d) Practical Teaching Situations	108	3.22	1.36
e) Student Learning and Motivation	113	3.66	1.17
f) Examinations and Assessment	119	3.87	1.10
g) Course Evaluation	110	3.85	1.12
h) Use of Videotape	113	3.19	1.22
i) Organisation of Research	114	3.52	1.28
j) Administration and Structures	106	2.82	1.26

In her paper, 'Whom are we training to teach - and how?' Anne Sutherland presents some results and conclusions from the responses to two questionnaires which we administered at the beginning of the academic session 1973/74. The 'Expectations' questionnaire was also used to assess the requirement and possibility of extending the initial or introductory training course throughout the first year of appointment by means of regular discussion meetings following a structured programme. Figure 2 gives details of the questionnaire responses which were used to determine the topics which would be considered to be of significant value for *new* members of staff, ie in their first full time teaching post in higher education. Over 50% of this sample were willing to meet once every 3/4 weeks or more frequently. Experienced members of staff either did not feel the need or know more about the pressures of term-time in terms of arranging regular free afternoons!

'Small Group Methods' was the most popular topic and there was also significant interest in 'Course Evaluation'. The method to be used for the programme of meetings was to be small group discussion with myself acting as conductor. It was realised that the framework for the discussions would have to be carefully structured and a series of meetings was planned in conjunction with the Leeds University Television Service under the general heading 'Managing to Teach'.

Figure 3 indicates the topics of which (1-5) have already been discussed using small group methods, with (6-8) to complete the programme before the end of the session.

Figure 3: Managing to Teach

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- | | |
|----|---|
| 1* | The role of the academic (4) |
| 2 | Lecturing or teaching (5/4) |
| 3 | Research/staff motivation (5) |
| 4* | Student motivation/counselling (5) |
| 5* | Small group teaching and learning (5/4) |
| 6 | Laboratories/projects/practicals |
| 7 | Examination and assessment |
| 8 | Teacher training in universities |
-

Because of the terms of reference of my research fellowship, membership of the groups was limited to lecturers in their first full time teaching appointment in a department of science and applied science. The procedure for the wednesday afternoon of each discussion was for the group to have lunch together to meet new members and renew acquaintance since the social aspect of this form of training is an important consideration.

The group then moved to the Television Centre to prepare for 30/35 minutes of discussion on the topic which had been notified in advance. After a break, a further 30/35 minutes of discussion would take place stimulated by the consideration of appropriate resource material during the break. For this pilot project it was most convenient to experiment with the use of tape-recordings of relevant programmes from Donald Bligh's radio series "Teaching and Learning in Higher Education". These tapes were available from the University's Languages Laboratory and the asterisks * indicate the sessions in which these programmes have been used. The numbers in brackets indicate the size of the group, (5/4) is used for two sessions for which, after the break, in one case (9 January) I stayed in the group but did not take part and in the other case (13 March), I withdrew from the group.

The following excerpts have been edited very slightly to illustrate as effectively as possible the type of discussion which has taken place and the insights which may be obtained into the requirements for training and development. While the use of television for recording these confidential discussions definitely has an inhibiting effect, the method has the advantage of affording feedback or self-assessment to those taking part; the material (with due approval) can be used (as now) to promote discussion and to illustrate specific points for future courses based on small group methods. (The small group method of structural training could also be used to make provision for postgraduate training – at the beginning of the postgraduate period when the student is responsible for ancillary teaching duties in laboratory, tutorial and examples classes, and towards the end of his postgraduate – or post-doctoral – training when he may be contemplating his first full time appointment.)

The first excerpt is from the opening discussion on

The Role of the Academic (28 November 1973)

Arthur Howe – Inorganic and Structural Chemistry, Malcolm Jacques – Fuel and Combustion Science, Alan Vardy – Civil Engineering

Brad Imrie But I could see the way in which the role of the academic was being established in teacher training courses; the courses themselves were dominated by the lecture and the students, the new lecturers – people like yourselves were sitting there passively wondering how on earth is this going to help me overcome my immediate problems in the next week when I have to give a lecture or meet some students for the first time? So, Malcolm, how do you perceive your role as an academic? You've come from Sheffield to Leeds University, has anyone told you what is required of you?

Malcolm Not specifically, obviously if you've lived in any university environment for a number of years, you've got a preconceived idea of academic life if nothing else, and my preconception of an academic, I think, is someone who sits in an ivory tower.

Brad But it wasn't an ivory tower at Sheffield?

Malcolm Oh, I think so. This is the general opinion, this is the thing to aim at in terms of an academic career, to kind of divorce oneself and get further into one's niche and, you know, specialise or be damned.

Brad This seemed to be the attitude at Sheffield?

Malcolm Well, I think it's an attitude that prevails in all . . .

Brad Well I suppose when people talk about the ivory tower, Oxbridge immediately leaps to mind. Arthur, you've just come from Oxford – how did you conceive or preconceive the role of an academic, from your experience at Oxford?

Arthur Well, I think – perhaps to tie in with what Malcolm was saying in a sense – in your training you are aiming at a very narrow area of research and the training is essentially past the graduate level at least, research training: so the shutters, the blinkers are on and you're concentrating on a very small area of knowledge. The overwhelming attitude was it's fun to do research, in a sense that people get a tremendous thrill out of finding new things about, well, in my particular case, chemistry. And there's a tremendous air of excitement through members of staff and research students there, about the work that they're doing and about the general implications of this overall, and I think that's probably my overwhelming impression.

Brad One that you've brought with you to Leeds?

Arthur Well, I suppose some of it has rubbed off!

Brad Well, Alan, I know that you have progressed through the ranks in the Civil Engineering Department and that you're still very much involved in different forms of research, to some extent we have common interests in that field. How do you feel now, having moved from undergraduate to postgraduate and now to a member of staff; how do you see the role of the academic from these different points of view?

Alan Well, in terms of what I particularly feel and what I've been employed to do, lecturing holds quite a large proportion of the time, at any rate between 9 and 5. But for the job as I've taken it and wanted it that's a research job. It's because there's a lot of freedom involved that I can do what I like working in the research side that interests me.

This discussion yielded evidence of the importance of research in the training and appointment of the newly appointed academic, the nature of the specialisation and the implicit and explicit conflict between lecturing load and research opportunities. These comments are consistent with responses to the 'Expectations' questionnaire. Traditionally, the university demands a research commitment from the lecturer and staff motivation is influenced to the potential detriment of the teaching function of the university. Of course, many others have made this comment and, most recently, Wankowski made the point in the following way. "At present, an undue preoccupation with the enterprise of teaching is felt by many to be positively detrimental to their research interests."

The next excerpt (also from 'The Role of the Academic') considers the effect of research interest and specialisation on the teaching role of the

academic in departments of science and applied science where timetable load is very high.

Brad . . . laboratory classes requiring more work. It adds up to a very busy week for the average science and applied science student, so are we trying to cram too much into his working week? How do we assess that?

Malcolm I think we are trying to cram too much, into the student's working week. We're trying to and I think this whole question of specialisation stems from the pre-university era - we're trying to continue this specialisation too rapidly. At university, a 3 year course and the allocation of lectures and subject matter within that course, is aiming specifically at specialisation and the lecturing load to achieve the objective is too great in my opinion.

With that comment about conflict between method and objectives, consider the next excerpt which is taken from the second session with a different group membership.

Lecturing or Teaching (9 January 1974)

Andrew Clarke - Fuel and Combustion Science, Peter Heggs - Chemical Engineering, David Preece - Management Studies, Alan Vardy - Civil Engineering.

Brad In 1968 a book was published entitled 'University Teaching in Transition', edited by David Layton, Professor of Education with special reference to Science at Leeds University. He quoted Dr T H Matthews as saying "University teaching might be called the hidden profession, it is practised as a sacred rite behind closed doors and is not mentioned in polite academic society." David Layton went on to comment that even the use of 'lecturer' as a description of university teacher might be seen as an index of complacency about a long established technique. Much more recently Donald Bligh wrote a book, 'What's the Use of Lectures?' and today we want to discuss this particular point - lecturing as distinct from teaching. But first of all it is useful to recall certain points made in a previous discussion about the role of the academic - in that discussion Arthur Howe, Alan Vardy and Malcolm Jacques seemed to disagree about the equivalence of 'lecturing' and 'teaching'.

Arthur Now you're not making a judgement whether this is desirable, you're saying this is a factual statement.

Alan Yes - those who are good at teaching will get more teaching loaded onto them, and those who are not so good at teaching will have to shine in research if they are going to stay there.

Malcolm The university or the educationalists have got to decide what is the role of the university lecturer - are they asking us to teach and if they are asking us to teach then they're going to start assessing our ability to teach and that's for sure! They've been asking us to research and have been assessing our abilities to research for the last 150 years in university education. I mean educationalists themselves cannot agree on how to assess one's teaching ability. Take a school teacher, for example, there's still not agreement on how to assess the efficiency or

ability of a teacher who knows that he is there specifically to teach. So how can you expect whoever sits on a board assessing university lecturers at the end of the probationary period, to be able to assess a university lecturer, who is not specifically asked to teach?

Arthur I think people would generally accept that the university lecturer was required to teach, I mean that was part of the . . .

Alan He means teaching as opposed to lecturing – don't you?

Malcolm Yes, I am trying to distinguish between teaching and lecturing – which we haven't done. We keep bandying this word 'teaching' around and I think there's a big difference between what my opinion of teaching is and my opinion of lecturing.

Alan Have you, have any of us, used the word 'teaching' when we meant anything but lecturing in this circumstance? I don't mean lecturing specifically standing up in front of 300, I mean the type of teaching we've already done.

Arthur Well, advancing knowledge by sort of imparting it to others . . .

Alan Yes, but not by teaching! We're telling, we're giving, them the knowledge and they've got to learn.

Arthur I would say teaching is, saying these are the facts – learn them!

Alan Yes, this is what we've been calling teaching.

Malcolm But that's lecturing, that isn't teaching! The school teacher doesn't get up and say, 'here are the facts!', because if he does there's bedlam – you know, that's one obvious example. But to me teaching and lecturing are two completely different things. Teaching is a continuous assessment of your pupil's performance and its almost a minute by minute assessment of the level of comprehension. Whereas lecturing is a presentation and hopefully a stimulation of thoughts and ideas and it is then the responsibility of students to go away and either improve upon or reject or debate and talk amongst themselves. But there's a definite distinction between teaching and lecturing as such! And the problem is, we haven't said which is which!

Brad Well, university teaching today is still in transition.

Well, university teaching may be in transition but do we know where we are going or, should I say, can we state our objectives. Professor Joselin puts it like this "the need to lecture, and to be lectured at, is infantile: one's purpose should be to wean staff to using other processes more suited to encouraging students towards the real business of university learning". Note, too, in that last discussion, the recognition of the potential requirement of teaching assessment.

In the second half of this discussion I relinquished my role as conductor and the group sustained its own discussion with some comments about technique.

Peter Now how one does this is pretty difficult. People talk about not only just writing on the board but using slides and transparencies, and I think these are a good aid when one is lecturing, but when one is trying to teach and give a full set of notes this becomes a lot more difficult because trying to take down dia-

grams, numbers, tables of figures from slides and transparencies is extremely difficult. So although one might think that it is a very good way of illustrating things I think it has a tendency to break the students' concentration during a lecture and if one is going to do these sorts of things, one's got to try and back this up with handouts.

Andrew One disadvantage of handouts is that it is a disincentive to the student doing anything for himself – he probably ends up at the end of a series of lectures with a wad of his own notes, in terrible handwriting which are hardly decipherable and I just wonder what proportion of the students do anything with them – or how many of them actually read up more material in the text books recommended and how many of them even go so far as to write up their notes in a more legible and more readily usable form for revision purposes. And another problem is, 'How can we encourage the students to do this?' I think on most courses nothing is ever said to the students about how they should deal with a lecture. I mean it's given and they take some notes, I don't think we say anything to them about how they should take notes or what they should do with them, give them some guidelines as to how to make the most out of it.

Peter Surely this, though, depends upon how the way the course is set up. Because, presumably, if the department has given sufficient thought to the way in which the lectures are given throughout the course, then the lectures given in the first year should be such that it's not too different to what they should have been exposed to in the sixth form in school. And I think that the first year is the most important year from the point of view of lecturing.

Dictation by many school teachers of science subjects carries over into university teaching as dictation explicitly or implicitly via the blackboard. It is quite common for lecturers to say what is being written on the board and the students dutifully copy it down with little attempt to take additional notes in the course of the lecture. Wankowski comments thus "Many teachers appreciate that each new teaching endeavour must be preceded by an assessment of what pupils already know in the given field of study. Unfortunately they seldom recognise that this assessment must include the manner and the nature of the students' past learning styles. Lecturers tend not to know in any considered way how students differ from each other, what effect their teaching has on them or indeed what students learn in higher education."

Staff Motivation (30 January 1974)

Andrew Clarke – *Fuel and Combustion Science*, *Arthur Howe* – *Inorganic and Structural Chemistry*, *Malcolm Jacques* – *Fuel and Combustion Science*, *Alan Vardy* – *Civil Engineering*.

Arthur In my role as a tutor, and, as the various lecture courses come and go, I slip in the odd question as to how the courses are going, and the students will say, 'terrible' or 'good' so I know who the good and not so good lecturers in the department are.

Alan Which are you?

Arthur Well, I mean, I haven't had any complaints so far.

Brad But, there could be some motivation to improve your contribution to the department both as a teacher and as a researcher?

Arthur True, just general feedback really.

Brad Do you think that there could be some improvement in the way in which feedback is organised, it seems to be a bit – what shall we say – unstructured?

Arthur Well its informal, and I think its best that way really, because then it can happen without hurting anybody's feelings and often people will ask tutors 'Well, how do you think the course is going?' because they're close to the students.

Brad Now you've been able to sense in your short time in the Chemistry Department, by virtue of this feedback and so on, who the good and not so good lecturers are, to what extent do you think the not so good ones can benefit, without their feelings being hurt, by this feedback?

Arthur Well, I've been in discussions in the coffee room where a group of lecturers have aired their opinions and the person who's been criticised has tried to justify himself but obviously has taken the points.

Alan That's a catty coffee room!

Arthur Well, these things naturally get discussed. I think it's much more productive to do it there than to bring it up as a formal censor of somebody in the staff meeting.

Andrew One wonders just how far assessment is welcomed by lecturers, it's easy for us to talk about it, perhaps having only just started in our careers as lecturers but . . .

Brad That's the time to get you!

Andrew . . . one wonders how some of the older members of staff react to almost any method of assessment of their teaching ability?

Arthur I think a lot depends on the overall attitude to teaching in the department. If you have a department whose head is not at all interested in teaching, even though he may have been a good lecturer at one stage or he may still be a good teacher or lecturer, but is not interested in any aspects which help to foster better lecturing in the department, people can very easily slide into bad habits, whereas if they know there's a genuine interest amongst staff members on how well you're doing in your lecturing, I think everybody will try and put a bit more effort into it than they otherwise would have done. And I think it's basically a matter of effort and not of inherent ability. And I think anyone could improve the situation and be reasonably successful, given the right environment and techniques and so on. But I don't think that you could ever say that this person will never make a good teacher!

So, "anyone could improve given the right environment and techniques". It has been said, of course, that lecturers are born and not made; although most students would admit that most lecturers are born it is conceivable that training can improve on nature! From staff motivation to the next session in which the group discussed the needs and expectations of students.

Student Motivation/Counselling (27 February 1974)

Andrew Clarke – Fuel and Combustion Science, *Peter Heggs* – Chemical

Engineering, Ian Holme – Textile Industries, Chris Taylor – Mechanical Engineering.

Peter Now again you said, and I would agree, that the majority of lecturers used to feel that they were supreme – you do not interrupt the lecturer. He's got so much to say in 50 minutes and if you interrupt him he won't be able to say it, so we've gone over to allowing too many of the students to come in to say what we ought to be teaching them and how we ought to be teaching them. I'm not saying that we do everything correctly but I find it very difficult to accept everything that the students say that we ought to be doing for them and maybe somewhere within the hierarchy of the university, they ought to be able to say 'Now we've gone far enough!'

Chris I think you've picked up a slightly different point here. I don't really believe that students can tell us what we ought to be teaching them. I do think they have a right to comment on what we do teach them. That was not the point I was making! The point I was really making is that really students motivation boils down to some extent to staff motivation, in how interested the academic staff are in teaching the subject they are involved in and teaching it well. To me, this inextricably involves communication between a member of staff and the class if he's doing the lecture mode of teaching – and, of course, there are other modes. This I think has changed in the last ten years or so and in a sense is a contribution which has increased motivation of students.

Ian I think I'd add a rider to that, Chris, and that is that if we are going to talk in terms of the formal lecture then I think we are going to talk in terms of lecture courses and what we're going to teach, that there ought to be a greater degree of communication between lecturers who are teaching on the same course, as to what they are going to put into their particular lectures. I feel, certainly harking back to my undergraduate days, that there was an element of repetition in certain courses. Now not only is this in many ways wasted effort, it tends to put off the willing student because he says, 'Oh my God, here it is again!'

This discussion revealed some interesting points about communication and the lecturer's perception of his relationship with the students. After this discussion the group listened to Donald Bligh's radio presentation 'Getting In and Dropping Out'. The ensuing discussion shows quite clearly the need for teacher training and development in terms of awareness and appreciation of well-documented educational research. Appropriate resource material, practice sessions and case studies can all be used effectively with small group methods to promote awareness and stimulate interest in learning about education as a discipline which is complementary to the specialist subject and which is a basic responsibility of the academic.

Brad Imrie Now in that programme that we've just been listening to, Donald Bligh introduced some considerations and some educational research findings about student motivation and about student counselling, and he called his programme, which was the second in his series 'Teaching and Learning in Higher Education', he called it 'Getting In and Dropping Out'. He produced some evi-

dence and some emphasis on the considerations that we were discussing earlier about the first vital weeks in the student's experience of higher education. But I thought that it would be quite useful to start this discussion (which basically I want to be about counselling) by asking for any comments or any opinions about the context of that particular programme that we've just listened to.

Andrew I was interested in his finding that the students' comments about their university life bore more relationship to what their expectations were than to the actual physical situation they found themselves in. We talked earlier about the ways in which we could improve our courses and our teaching methods and so on, with a hope of improving the students' motivation but if their interests and motivation is largely whether they are finding what they expected to find, we maybe wasting our time; perhaps we should spend more time, as I think was said before, spreading knowledge as to exactly what we're up to in the university, and getting down to the school levels and trying to make less of a gulf between the school and the university set-ups.

Ian I thought it was interesting that people who had chosen a particular university as their first choice thought that they got more out of it than those people who had chosen, or managed to get into the university of, say, their second or third choice.

Chris I find that interesting, I think that to some extent it would be supported by the admissions tutor in our own department. To go back to your original question about, 'what struck me about the broadcast', it was really the enormous number of factors that are involved in student motivation. I heard what I believe essentially to be sociologists talking and essentially they concentrated on a whole number of areas which I felt I hadn't given any thought to, which I don't even feel competent in! So this was the overriding impression it left with me. I have my own ideas about student motivation, there are a number of other people who have got completely different ideas and different approaches.

Peter I'd like to take that up, I personally think that the way in this particular university anyway, especially in the Chemical Engineering Department, is that the personal tutor is in fact a counsellor . . .

Brad Without training?

Peter Without training, unfortunately - yes.

Brad Unfortunately?

Peter Well, I say unfortunately in the sense that the person in that programme was talking about it - you know, we ought to be able to look at it from the, you know, Freudian view and things like this, that in fact we should be able to pick out this 1 or 2% who are going to have mental illness. Now I don't know whether we should go that far and say unfortunately we are not medically qualified to pick these people out. We are in fact Chemical Engineers, we can always lend a sympathetic ear, but this is primarily what I've always said to my own tutees, and personal tutees (we get 3 or 4 a year allocated to us) that 'I'm here to listen to your problems'!

Chris But this isn't enough is it, surely? That is the traditional thing, you say, 'if you've problems work-wise or if you get the girlfriend in trouble come and have a word with me'. But really when this happens, and often it's not so difficult to sense that something's wrong with the man, the problem is to know what to do about it.

Ian I think what would particularly concern me, as a new lecturer, is if somebody comes to me with a particular problem, where do I take it up from there? In other words what is the system which has been set up and how can I go around and make sure that this chap gets, if necessary, the best treatment that he needs? Do I pass him to some one who will decide what is the best?

Brad It could be helpful though within your tutorial group to be at least aware of some of the major symptoms of distress. So that the student can be helped at an early stage and prevention attempted rather than a much more lengthy cure effected by that means. I don't know how soon you detected the particular problem that you described?

Chris In fact, amazingly enough it took me an awful long time. It so happened, a man came to my room three times in a day and the third time I began to realise there was something up.

The role of the counsellor is important and Wankowski has this to say: "... the change from school to university calls for a drastic re-evaluation of the inter-personal relationship between teachers and students . . . Most students will probably suffer an onslaught of doubt about their own competence to deal with the new situation and consequently a severe stress of disorientation." And so, to the most recent of the discussion groups, this time with a newcomer to the group to inject some interest!

Small Group Teaching and Learning (13 March 1974)

Malcolm Jacques – Fuel and Combustion Science, *Teresa McCarthy* – Pharmacology, *David Preece* – Management Studies, *Chris Taylor* – Mechanical Engineering.

Chris So in a sense, I'm thinking of a different type of tutorial, a special type of tutorial which directs these people towards those who are experts as regards their particular problem.

Teresa Actually, talking about tutorials as the main small group method that we seem to have got stuck on, I know one small group method that we've probably all come across is 'getting feedback and giving some information' to students in practical classes and because you're going round practical set-ups you are doing a form of small group teaching. I often find that this is one of the most effective forms of teaching. It doesn't have the same inhibition that the tutorial group has, where you're in your office and they come in and there's always, a few chairs short. In a practical you're walking up to them and you just get talking you've got something to stimulate the discussion in front of you, for example in pharmacology you have an animal or a piece of tissue which is responding to some drug, and I think that this is one of the most effective forms of small group teaching, if the lecturer puts himself out to go round the groups. Perhaps in the tutorial system one of the biggest things is inhibition from students which stops them from benefitting from it.

Malcolm I think you've highlighted the two extremes for which small group methods are particularly suitable. One is getting across information which I think is the practical situation you are talking about. The other one is developing

the student's ability to criticise or question, and I'm sure that you've got to arrange the small group, arrange the teaching experience to meet the requirement, and of course, you've got to know what the requirement is.

Two objectives were clearly established and the advantages of practical classes identified in terms of such objectives. For the second half of the discussion I withdrew and the group, after listening to Donald Bligh's tape on 'Thinking in Groups' produced the following comments and conclusions in this final excerpt from the discussion on 'Small Group Teaching and Learning'.

Chris It wasn't conducted on that basis; in fact, I tried to conduct it in parallel with the formal lecturing scheme not exactly on the buzz group type – of course, which you, once again, don't like – when I come round from the front of the blackboard, from behind the lectern which symbolised my authority, and get among them and start talking about it.

Teresa I think personality effects are important – whether they see you as someone that they can talk to or whether they see you as the teacher. I think you could sit up by the blackboard or you could sit in the middle of a group of five. I think really it's your personality that dictates whether they feel they can say something to you or whether they feel they've got to say, 'yes sir', 'no sir' and take everything that you say.

David But do you think there is anything you can do by studying education research, given the fact that you were dissatisfied with your approach and you felt that you weren't getting through to students as you'd like to do. Given the fact that you were OK, is your personality constant or can you do something through training?

Teresa I don't know, though I would hope that you could. In many ways I can waffle on about the ideals of small group teaching in an educationalist sense but I'm sure that once I slip back into my tutorials – to put some of these very airy-fairy ideas into practice – it's very difficult.

Chris Might I ask you – I have a couple of definitions of what people think they're doing to students – they have got to get over a certain amount of formal material, and this and that, and they feel they're tied in the manner. I must admit I tend to look now at the education of students in applied science as an educational rather than a vocational process. I would like to see students leaving university with a certain amount of information, factual information that they will have to apply as engineers, but also with the ability to extend this, to extrapolate it, to use a different conceptual framework, to advance their ideas.

Teresa But no one would disagree with you Chris – not one of us would disagree with you!

Chris The formal lectures alone are not sufficient.

Teresa No I don't think they are, and small group teaching alone is not sufficient. But for the numbers we've got and for the time we've got, we need both, I think small group teaching, is an excellent back-up to formal lectures. But with the numbers that we've got in university these days and the staff student ratios you couldn't replace it completely.

Chris I wouldn't claim that!

In view of that example of a tutorless group which reached some measure of agreement about the complementary roles of different methods in higher education, with reference to science and applied science, it is perhaps worth recalling some comments made by le Marquis de Chambray under the heading 'De L'Ecole Polytechnique' Paris, 1836: "He makes the interesting point that the most distinguished scientists become professors at the Ecole Polytechnique, and such people often make very poor teachers. Mathematics was best studied from books with recourse to the brigade leader if something was not understood. They also engaged in 'voluntary mutual teaching' - helping each other to understand."

It is by no means evident that lecturers appointed on the basis of research interest and achievement have even the personalities which may be identified with good teachers. Although many students and, presumably, most newly appointed lecturers claim to know a 'good' lecturer from a 'bad' lecturer there has been no significant evolutionary improvement in lecturing or teaching. To quote Entwistle and Percy: "More research into teaching and learning in higher education is clearly necessary, but any evidence which is accumulated will only be useful if teachers in higher education become more critical of the processes in which they are involved". And Wankowski: "The complex problems of students' learning create no less complex problems of tuition . . . The professional training of university teachers which would enable them to study these problems and to deal with them as they arise in tuition may constitute the most effective prescription for reducing student wastage and attrition."

Mention has been made of the influence of the head of department who (without training) requires the skills of a manager to co-ordinate the resources of his staff who will have a variety of skills and interests. A proper deployment of resources is a responsibility to be shared at all levels in a university or polytechnic. For staff as well as for students - motivation, counselling, assessment, institutional pressures and objectives can all be identified as topics of interest as well as of concern. The newly appointed academic cannot be trained effectively in isolation from his department or institution; small group discussion with peers will, at least, enable him to develop the confidence or reassurance of a shared inadequacy! The training and the development of the academic are time-dependent and should relate to the structures, resources and practices which are relevant to the individual appointment.

Small group methods not only provide social contacts which will be of long-term benefit to the academic and to the institution, but also provide an experimental development of the ability to work with other people (including students) in the many group situations which are all too frequent in democratic and committed institutions of higher education. Introductory

training extended over the first year of appointment can be developed further by 'in service' or 'recurrent' training eg seminars, courses, workshops. As an informed manager of education resources and techniques, the academic (lecturer or tutor) will be equipped to develop the flexible strategy required to establish a partnership in learning with students. Students, as individuals, will accordingly be encouraged to develop their own independence in learning with, hopefully, a much wider range of objectives. A similar flexibility is required for teacher training and development in polytechnics and in universities. The model of structured discussion groups (with appropriate resources) can be developed to enable new lecturers not only to teach as well as to research and lecture, but also to manage to teach as well as possible.

Acknowledgements

The 'references' take the form of extracts from reports by N J Entwistle and K A Percy, and by J A Wankowski. These extracts are more comprehensive than the quotes used in the text and can be read as a coherent comment on current concerns in higher education. The usual lists of references can be found elsewhere. Reference has been made to Donald Bligh's radio series on 'Teaching and Learning in Higher Education' and I am happy to express appreciation of the contribution which he has made in this way and in his book 'What's the use of Lectures?'. I also wish to take this opportunity of acknowledging the very important contribution which has been made to this project by the University of Leeds Television Service. David Lucas produced the series of recorded discussions and the unstinting assistance provided by all members of the Service is greatly valued, together with the quality of their efforts which reflects the high standards set by the Director, Derek Holroyde. Finally, I am indeed grateful to my colleagues who have taken part in these pilot discussions and who allowed me to reproduce their comments in this paper. We have learned different things together.

Point and Counter-Point

Critical Thinking or Conformity?: An Investigation of the Aims and Outcomes of Higher Education.

N J Entwistle and K A Percy, SRHE Annual Conference 1973

"Certainly what academics understand as 'academic success' may have to be reconsidered . . . are the right criteria used to determine academic success and should higher education concern itself with a broader range of types of success? A radical reorientation of attitudes in higher education would be necessary for different types of student 'success' to be recognised.

The general impression . . . is that a lecturer might believe one set of aims to be appropriate and yet in practice pursue others.

Lecturers tend not to know in any considered way how students differ from each other, what effect their teaching has on them, or indeed what students learn in higher education.

More research into teaching and learning in higher education is clearly necessary, but any evidence which is accumulated will only be useful if teachers in higher education become more critical of the process in which they are involved."

Temperament, Motivation and Academic Achievement: Studies of Success and Failure of a Random Sample of Students in one University.

J A Wankowski, University of Birmingham Educational Survey and Counselling Unit 1973

"It became apparent, during interviews, that many students were not adequately prepared for the more independent study techniques essential to university education. Many complained that they had to consult 'too many books and references'.

... the change from school to university calls for a drastic re-evaluation of the inter-personal relationship between teachers and students ... Most students will suffer an onslaught of doubt about their own competence to deal with the new situation and consequently a severe stress of disorientation.

Thus the teaching transactions and consequently the teaching methods should be such as to match, at least initially and until the student is able to stand on his own feet, the deeply ingrained and well reinforced habits of previous learning. Many teachers appreciate that each new teaching endeavour must be preceded by an assessment of what pupils already know in the given field of study. Unfortunately, they seldom recognise that this assessment must include the manner and the nature of the students' past learning styles.

Tuition should therefore be tailored to the needs of individual students ...

The self enlightenment of students about possible reactions to the problems of transition from school to university should be matched by a parallel exercise amongst university teachers who take over the tutorial roles at the next stage of formal, academic education. It should be undertaken by the university educational administrators who shape, structure and, to a large extent, control educational resources.

Educational resources, so it seems, must include large expenditure on training university teachers. Such schemes of training should be related to sound economic incentives making pedagogical studies for university

teachers a worthwhile activity in terms of career prospects. At present, an undue pre-occupation with the enterprise of teaching is felt by many to be positively detrimental to their research interests.

The complex problems of students' learning create no less complex problems of tuition . . .

The professional training of university teachers which would enable them to study these problems and to deal with them as they arise in tuition may constitute the most effective prescription for reducing student wastage and attrition."

Discussion

In the discussion which followed, two questioners wished to know the reasons for videotaping the Wednesday afternoon small group meetings.

Mr B W Imrie said that his videotapes were made partly to provide a record of his experimental work with new university teachers and partly to provide resource material for future courses and seminars. For instance, it was planned to use excerpts from the tapes at a staff seminar at the University of Leeds in May 1974. In the video-recordings it was hoped (a) to convey the context in which the discussions took place, (b) to convey the content of the discussion, (c) to illustrate some of the strategies of using small group work and to show how people learn both from each other and through articulating their ideas in a group.

Some comments were made on the techniques used and possible alternatives. Dr Alan Harding (Sheffield Polytechnic) wondered if it might be preferable to use a more normal setting rather than a television studio. Mr C L Hewitt added that it sometimes was essential to use the more natural setting, for instance with clinical patients or for work in classrooms. The videotape of a senate meeting at the City University used the previous day had shown how, even if not technically perfect, such tapes could be most valuable.

In reply to another question by Alan Harding, B W Imrie said he had considered having leaderless groups on occasion, and might use this approach in future; certainly, he hoped to make groups more responsible for planning their programmes. Perhaps, too, there might be rather larger groups, say, of eight participants, when the constraints imposed by the television cameras were removed. Alan Harding stressed the need for a gradual transition to more independent methods of learning, an idea which B W Imrie mentioned had been very much at the forefront at a recent conference at East Anglia, while a speaker from Liverpool thought that a laboratory

class was one place where students could begin to see the value of small group methods. Another conference participant suggested that students as well as staff needed training in small group methods; student learning as well as university teaching tended to be a secret activity. Not all students, however, welcomed small group methods, Dr Susan Sawyer cited cases of students protesting against the replacement of lectures by seminars. Other speakers identified the problem that, whereas in small group methods students were expected to show co-operativeness, they were assessed by examination methods which rewarded competitiveness,

Two questioners were interested in whether there was any transfer of skills and attitudes from the Wednesday afternoon discussion meetings to the participants practical teaching. B W Imrie explained some tentative plans to examine this area further and also reported the case of one member of his discussion group who declared his attitudes had been transformed as a result of a two day seminar on small group teaching and the Wednesday afternoon meeting; this lecturer now saw university education as being ideally more of an educational and less of a vocational experience than he had formerly. There was considerable disagreement on whether training in university teaching methods should be offered to postgraduate students, especially those from overseas. Dr Peter Kennedy thought their postgraduates who had recently been somewhat militant, would probably welcome the opportunity but doubted if we wished to export all our prejudices overseas. Dr Duncan Harris said that research fellows had been invited to their courses but tended to isolate themselves from the others. Dr B J Hill regarded it as a misuse of resources to train postgraduates, many of whom would not teach, but Dr Rosemary Einstein declared she would have welcomed such opportunities when a postgraduate student. Dr B J Hill asked how such activities as had been illustrated earlier in the morning could be continued once Mr Imrie's research fellowship had ended. Mr Derek Holroyde explained how they were pressing at Leeds for a full time appointment for someone who could organise courses and facilitate such activities and B W Imrie outlined the intended role of the recently appointed departmental correspondents at the University of Leeds, who it was hoped, would act as links between the university authority structure and the ongoing teaching activities of individual departments.

Anne Sutherland

Summary of a Session on Teaching in Small Groups

M L J Abercrombie and P M Terry

As part of the work we are doing on improving small group teaching which is supported by a grant from the UGC, we are preparing a series of videotapes which are intended to stimulate discussion among teachers and students. The tapes are based on material from the two main aspects of our work. One of these is conducting small group meetings of teachers discussing their own experiences of group teaching, with the intention of helping them to become better aware of the problems and more confident of handling them. It becomes clear that no teacher's problems are specific to himself or to his class, and that they are related to many general aspects of higher education. This experience of working in small groups is important because teachers are often expected to teach in small groups without previous experience of anything but lecturing and tutoring. Some of our small group sessions with teachers have been recorded and edited. In these spontaneous discussions various problems of teaching arise which may be of interest to others. Our second activity is with individual teachers and their groups of students. Videotapes of classes are made and discussed for the benefit of the class itself, but in some cases they have been put to further use (eg for showing to new students). In three cases, with permission of the classes concerned, edited tapes have been incorporated into our series.

The manner in which these video tapes can be used was demonstrated with a recording about a seminar class in a first year English course. The tape called 'Aspects of Small Group Teaching - 2' (C238/4) was shown in which the seminar class discuss their reactions to a playback of one of their recorded meetings, and a group of teachers, including the class teacher, take up points raised by the seminar class. Four main topics emerged: control of content and process; student-teacher relationships; written work and note taking; and the shy student. This tape and other programmes in our series have been produced by Trevor Scott at the University of London Audio-Visual Centre. It is hoped that as well as being useful in themselves the tapes will show teachers how they might use video facilities with their own classes to improve their teaching, and to encourage them to discuss their teaching with other colleagues and with their students. Copies of this tape and other programmes in our series 'Learning in Groups' which are also shown on ILEA channel 7, may be hired or purchased from the Audio-Visual Centre. Complete transcripts of each programme are also in preparation. Enquiries should be directed to: University of London, Audio-Visual Centre, 11 Bedford Square, London WC1B 3RA.

Whom are we training to teach – and how?

Anne Sutherland

Let me begin with a caveat. Since the two UGC sponsored projects on the training of university teachers which are based on Yorkshire have run scarcely more than a third of their allocated time, the data reported in this paper are very much preliminary findings, the result of what might be termed an exploratory probe made last autumn. My project involves the five Yorkshire universities and has the two main aims of surveying the needs of new lecturers in the entire teaching situation (taking into account both the very different backgrounds from which they come and the great diversity of demands made upon them once they have arrived) and of investigating the existing schemes in Yorkshire with a view (somewhat optimistically!) to finding a model or models of effective training programmes.

An obvious first step was to do some kind of consumer survey on last autumn's courses and their participants. When this was at the planning stage, it was learned that Bradford Imrie at Leeds was intending to do something similar. Since three universities are supporting both projects and some new lecturers were in clear danger of being over-surveyed, collaboration was obviously called for, was undertaken and has proved to be very rewarding. Together we evolved two questionnaires that were useful for both investigations and administered them in autumn 1973 to recently appointed members of the teaching staff at the seven universities supporting one or both of our projects: Bradford, Hull, Leeds, Loughborough, Manchester, Sheffield and York. The first instrument, called the Expectations Questionnaire, was issued in mid-September, before any of the initial training courses for new university teachers (ITC's) had been held. This was designed to tell us something about the newly appointed lecturers, especially those likely to attend courses. This paper is concerned with their answers to three sections of the questionnaire where they were asked, first, about their previous teaching experience and any training they might already have undergone, secondly, how they envisaged certain aspects of their new appointments and, thirdly what they thought they might gain from attendance at an ITC. The second questionnaire which was sent out only to those new members of staff who were believed to have attended ITC's asked for an evaluation of these courses and for views on the provision of further assistance.

A few pieces of background information about the courses held may clarify what follows. Six of the seven universities in the survey, the excep-

tion being Bradford, laid on some kind of course for newly appointed members of the academic staff last autumn. These lasted from one to three days. (Bradford has run courses in previous years and is already planning one for the coming session.) At York, the course last October was, perhaps more of an Induction Course than an Initial Training Course. There was a demonstration of audio-visual media, but the other items were reported to be concerned with the characteristic styles of teaching at York (where the tutorial is particularly important) and with differences between departments rather than with giving actual advice on how to teach. The other five courses examined were mainly concerned with teaching methods.

The Manchester course was the only residential one in the survey and took the form of an intensive weekend of talks, discussions and sessions in which participants had the opportunity to give a short talk whose delivery was then criticized. The stress laid on such practice lecture sessions varied at the different ITC's. There were none at Leeds and at Hull they were an innovation this year. At Sheffield, however, the ITC's have their origin in the activities of a Panel of Lecturing Techniques, which for several years offered an advisory service to lecturers, especially new ones, before branching out into providing more systematic courses on teaching techniques. The practice lecture, known there as a counselling session, is still very much the core of the Sheffield course.

Each of the six courses catered only for the university's own staff members. Such inevitably small courses have the disadvantage that it is uneconomical or at least difficult to split new staff into faculty groups for large parts of the course in order to tackle more specialist work, as is done, for instance, at the London Institute of Education. At Leeds, however, there is talk of liaising more in future with individual departments while at Sheffield the Panel believe that introductory courses ought to deal with general issues common to all faculties. There were signs that some courses exploited more fully than did others the advantages of being locally based. Apart from the lecture practice sessions, the courses all relied heavily on the fairly traditional teaching methods of talks or lectures and discussion groups, together with some films or videotapes. Three years ago, Harriet Greenaway¹ wrote that a number of well known names frequently appeared on course programmes, almost as if their owners were on a kind of circuit. None of the courses surveyed this year, however, used outside speakers. This change can perhaps be taken as a sign of the growing numbers of university staff who are actively interested in studying teaching methods.

One final background point, Sheffield has now made attendance at the course and at the practice lecture session obligatory for those new lecturers who are initially given probationary appointments. Attendance is now a requirement written into contracts. None of the other six universities has

taken this step although it has been mooted at a few of them and some individual lecturers elsewhere made it clear on interview that their heads of department had given them, personally, very little choice about attending.

Some findings from the 'Expectations Questionnaire'

(a) The Previous Experience of Newly Appointed Lecturers

Turning first to the main findings of the expectations questionnaire, Tables 1 and 2 describe the respondents previous teaching. They give little support to the stereotype, which seems to exist, of the new lecturer as being someone who has been almost exclusively pre-occupied with his researches since first graduation. Unfortunately, there was a lack of consistency in the administration of this questionnaire, since at some universities only probationers received it while at others all newly appointed members of the academic staff, even professors, were sent it. In Tables 1 and 2, however, an attempt has been made to find a more homogeneous group by including data only from those who, by Sheffield's standards, would be given a probationary appointment, even if a shortened one, and so be required to attend the introductory course. Of the 144 respondents, at least 117 could be so classed, and 91 were taking up their first full time teaching appointment in any field of higher education.

Only 23 indicated that they had had no teaching experience before taking up their present posts and it appears that 6 of these had done some teaching in higher education by the time they received the expectations questionnaire. So only about 1 in 5 of the 'probationer' group of Tables 1 and 2 seems to have been completely inexperienced by the time the ITC's were mounted.

Table 1 shows the kinds of educational institutions in which the 117 newly appointed staff had previously taught. For the group as a whole, the numbers who had taught full time and part time are shown. Over half had already done some university teaching (there was some overlap between categories(c) and (d)), and over a fifth had taught in schools. The commonest responses to the 'other' category mentioned teaching at evening classes and WEA courses. The number who had taught in schools is perhaps higher than might be expected, and by no means all were now in education departments, but the proportion is roughly comparable to that recently reported by Margaret King¹ working on a national sample. Of this group of 117 recently appointed members of staff, 28 reported attending courses in teaching methods prior to the autumn of 1973. Of these 12 had taken professional teacher training courses of at least a year's duration, 8 had been on ITC's when in previous posts, 12 had attended other kinds of university seminars and 5 gave details of other kinds of courses. Some of them mentioned more than one type of course. This is a slightly higher percentage than Margaret King reports, 23% as opposed to 15%.

Table 1: Previous Teaching Experiences of 117 Recently Appointed Members of Academic Staff at Seven Universities

	Bradford	Hull	Leeds	Loughborough	Manchester	Sheffield	York	Total Full-Time	Total Part-Time
a) Primary School	—	1	1	—	—	3	1	3	3
b) Secondary School	4	6	6	2	3	5	1	20	7
c) Present University	4	2	4	—	2	3	2	—	17
d) Other University	8	5	17	4	4	12	3	22	31
e) College of Education	1	3	1	2	—	1	1	4	5
f) Polytechnic	1	5	4	1	3	3	—	9	8
g) College of Further Education	4	1	6	1	—	1	—	2	11
h) Other	2	4	7	4	2	7	—	2	24
No Previous Experience	0	2	3	5	3	8	2	—	23
N	11	14	32	12	13	28	7	117	

Table 2 sets out the number of newly appointed staff at each university who had already undertaken 6 basic forms of instruction used in higher education. Over $\frac{2}{3}$ had done some small group teaching, over $\frac{2}{3}$ had delivered a course of lectures, just under $\frac{2}{3}$ had taken practical classes, $\frac{1}{4}$ had given individual tuitions and just over this proportion had supervised project work. Over $\frac{1}{2}$ had given occasional lectures or seminar papers on research. A few had also made considerable use in the past of certain forms of educational technology and it later emerged that one or two had studied group dynamics well enough to comment knowledgeably on the handling of discussion groups at the ITC's. The diversity in the backgrounds of the new members of staff on probationary appointments, who range from complete beginners to a few with very considerable experience in other sectors of education, is clearly a challenge to the organizers of ITC's. One danger would seem to be that while concentrating on the urgent needs of the most inexperienced, the different requirements of the others may be overlooked. This problem could be all the greater if universities try to enforce attendance at ITC's. In reply to open-ended items in

Table 2: Forms of Teaching in Tertiary Education previously undertaken by 117 Recently Appointed Members of Staff at Seven Universities

	Bradford	Hull	Leeds	Loughborough	Manchester	Sheffield	York	Total %
a) Course of lectures	10	3	16	4	3	12	1	41.9
b) Occasional lectures/seminars on research topics	8	9	19	6	7	13	3	55.6
c) Small group teaching	10	9	25	4	7	16	3	63.2
d) One-to-one tutorials	3	3	12	2	2	5	3	25.6
e) Practical classes	11	4	13	2	6	8	1	38.5
f) Supervision of project work	6	1	11	5	2	5	2	27.4
g) Other (please reply)	—	1	4	—	—	3	—	6.8
h) No teaching in higher education	0	3	3	4	1	7	2	20.0
N	11	14	32	12	13	28	7	117

the evaluation questionnaire, some of the more experienced new staff commented on the unsuitability of the course they had just attended. Two such statements from different universities are as follows: "I feel that two separate courses are required – one for staff wholly new to teaching and one for those (like myself) who have taught in schools and colleges for many years. I'm not so arrogant as to think those of us in the second category are above help but we need quite *different* guidance. Putting the two groups together inhibits both". And, "It is difficult in a course aimed at people who differ in such background and experiences but some parts of the courses really did seem to be concerned with grandmothers sucking eggs (I can enlarge on this if you wish)". (In choosing illustrative statements, an attempt was made to select reasonably representative ideas but I confess to being biased in favour of the more articulate!)

The possibilities of organising more appropriate courses or seminars for the more experienced new lecturers will obviously have to be explored but, in the long term, it would seem sensible to plan to begin the training of university teachers at the point when they actually begin to teach. Brad Imrie² refers to the possibility of introducing some teacher education into the early postgraduate years in science, but a faculty in which such prior training seems more relevant is medicine. By the time they are appointed university lecturers, most medical staff have already taught students during appointments as registrars under the National Health Service in the teaching hospitals. The few interviewed last summer reported only a marginal shift of emphasis in their new appointments. An added complication is that lecturers in the clinical subjects have usually already begun term by the time ITC's are staged and to take someone from clinics and classes to attend an elementary course hardly seems the optimal way of making an impact on his teaching. ('His' is, of course, being used in its *picene* sense.)

(b) Some Expectations of University Posts

The next section of the expectations questionnaire to be dealt with here was concerned with some of the ways in which recently appointed lecturers envisaged certain aspects of their new posts. Question 10 asked lecturers in their first full time teaching appointment to indicate the percentage of their working time which they expected to spend on the following activities in the coming session: teaching (including preparation and assessment), administration, research and other professional activities. Another question asked all respondents what percentage of their working time they would ideally like to spend on these activities. Results are found in Table 3.

Apart from Manchester (where the tiny sample included two doctors who saw their early years devoted mainly to clinical work), there is a general and not unexpected pattern at each university of new lecturers expecting

Table 3: Anticipated and Ideal Distribution of Working Time expressed as Percentage of Total Working Time

	Bradford	Hull	Leeds	Loughborough	Manchester	Sheffield	York	Total
First Year								
Teaching	52	63	47	50	41	56	54	51.7
Administration	11	10	11	16	3	11	20	11.0
Research	37	16	23	27	35	27	23	26.2
Other	1	12	20	7	18	7	4	11.0
	10	10	23	10	6	21	4	84
Ideal Job								
Teaching	42	48	38	41	48	45	42	42.4
Administration	8	7	10	10	3	8	8	8.2
Research	44	40	39	41	40	44	45	41.4
Other	7	5	15	8	13	4	5	8.9
	17	17	41	12	12	27	6	132
	Arts	Social Science	Pure Science	Applied Science	Medicine	Education		
First Year								
Teaching	68	58	36	58	35	46		
Administration	11	14	9	9	5	16		
Research	20	25	51	29	18	19		
Other	1	4	3	3	42	20		
N	6	22	7	15	13	10		
Ideal Job								
Teaching	49	44	30	43	33	46		
Administration	8	9	8	8	7	12		
Research	37	44	58	46	33	31		
Other	6	4	5	2	26	11		
N	14	32	13	18	20	15		

to spend considerably more time in their first year on teaching duties than on research. This is especially the case at Hull. When asked to imagine an ideal distribution of their working hours, respondents, on aggregate, chose to spend nearly equal amounts of time on teaching and research, giving much smaller portions to administration and other professional activities. These university averages, however, mask enormous individual differences and also faculty differences which are shown in the lower part of the table. Some of the numbers in Table 3 are much too small for any researcher's comfort, but, assuming that some previously inexperienced university staff will be appointed for next session, it should be possible to build up the table somewhat and even in its present state it gives pause for thought.

The most unusual group seemed to be the pure scientists who, even in their first year, expected to spend more time on research than on teaching (51% as opposed to 36%) and were the only group to do so. At the other extreme, the arts lecturers expected to spend over three times as long in teaching as

in research. Whereas the pure scientists would ideally have liked to spend nearly twice as much time on research as on teaching, for arts staff the ratio of time was about 4:3 in favour of teaching, and for staff in education it was even higher. The marked differences between members of pure and applied science departments in Table 3 had not been anticipated. The applied scientists expected to spend twice as long in teaching as in research in their first year and ideally would like to spend almost equal amounts of time on the two activities. In this, they were basically very similar to the social scientists and to the average percentages reported for the sample as a whole. Ten years ago, when Halsey and Trow⁴ asked British academics whether they were more oriented to research or teaching they too found, rather to their surprise, that the applied scientists were, on average, much nearer the teaching end of the continuum than the pure scientists. It was anticipated that the medical lecturers would report a considerable amount of clinical work under the heading 'other professional activities'. Indeed, they expected to spend more time in their first year in this area than in any other, and the percentage would be even higher if the pre-clinical lecturers in anatomy and physiology had been classed as pure scientists rather than under medicine. On comparing the first year expectations with the ideal distribution of working time for the medical lecturers, it is seen that like all other groups they would ideally like to spend more time on research than the new lecturers expected to manage in the first year. Unlike most other groups, however, they did not appear to wish to reduce their teaching, it seems they would rather cut down on the proportion of time spent in clinical work. The lecturers in education (including such supportive services as libraries, television centres and physical education) were another group who did not wish to cut down on their teaching duties. Although they are perhaps the least research oriented group of any, their 'ideal' amount of research time is considerably above what first year lecturers expected to be able to have. What seems to be desired in this faculty is a reduction in the considerable amount of time spent in administrative and organisational duties. There were, however, mavericks in all faculties. In interviews planned for the summer term, it is hoped to check on the accuracy of the expectations recorded in Table 3.

Another aspect of their workload in which we invited lecturers in their first appointments to speculate was the amount of time they would need to prepare a new lecture to be given for the first time. Table 4 summarizes the 80 usable replies, some gave ranges of time so wide as to be uncodable and others omitted the question.

Some replies were given in terms of hours, some in terms of days. For coding purposes, a working day was, admittedly arbitrarily, taken as 8 hours. Six respondents thought they could prepare a lecture in 2 hours or less and these have been included in the 23 claiming to need not more than

Table 4: Time for Lecture Preparation

	Arts	Education	Social Science	Pure Science	Applied Science	Medicine	Whole Sample
4 hours or less	0	2	1	2	6	6	23
5-8 hours or a day	3	1	5	3	4	6	25
1-2 days	0	4	5	2	5	0	20
Over two days	2	2	7	0	0	1	12

4 hours – or half a day; 25 thought they would require, an average, between 4 and 8 hours or else wrote 'a day'; 20 more gave answers coded 1-2 days and the remainder suggested periods of up to a week with the exception of one new lecturer who reckoned on 6 weeks. Again, the accuracy of these estimates can be checked in the follow-up interviews. There seemed, however, to be faculty differences here. Arts, education and social science lecturers expected to take longer to prepare a lecture than those from the science and medical faculties. The differences seem especially marked at the extremes of the distribution. Only 1 in 10 of the arts, education and social science lecturers thought he could prepare a lecture in less than $\frac{1}{2}$ day, while $\frac{1}{3}$ of them would like over 2 days. On the other hand, $\frac{1}{3}$ of the lecturers from science and medicine thought $\frac{1}{2}$ day or less would be adequate and only 1 of the 35 asked for more than 2 days. Certain other items in the expectations questionnaire were designed to find out which aspects of their new posts the recently appointed lecturers anticipated pleasurable and which they foresaw as potential areas of difficulty.

Question 12 asked respondents to state any preferences for particular teaching methods. Half the sample of 144 newly appointed lecturers favoured small group teaching and only 1 in 7 mentioned lecturing. The raw numbers form the first column of Table 5.

Table 5: Preferences for Teaching Methods related to Previous Experience

	Preferred	Experienced	Ratio
a) Course of lectures	20	70	1: 3.5
b) Occasional lectures/seminars on research topics	7	81	1: 11.6
c) Small group teaching	79	93	1: 1.2
d) One-to-one tutorials	17	40	1: 2.4
e) Practical classes	9	56	1: 6.2
f) Supervision of project work	13	41	1: 3.2

The relative support for small group teaching appears even stronger when it is realised that over a $\frac{1}{3}$ of the sample said that they had no preferences, stating that they liked to use a variety of methods without mentioning any

in particular or else omitted the question. It was at first suspected that small group teaching might have been preferred to lecturing mainly because the new staff were more likely to have used it, but this hypothesis was refuted when the ratios of those who preferred each method to the number who had used it were calculated, as is shown in the final column of Table 5 where the ratios for lecturing and small group teaching are on the first and third lines. Category (b) has a particularly unfavourable ratio in Table 5 but 'occasional lectures/seminars on research topics' was probably regarded less a basic teaching method than a means of disseminating one's own research results. The relative lack of support for practical classes is interesting because of the criticisms made from the time of the Hale report onwards of the amount of time devoted to laboratory work in some courses.

Question 15, a completely open ended item, asked the new lecturers to indicate any aspect of their teaching duties to which they were particularly looking forward. With questions of this type, some kind of content analysis is the only feasible means of handling the data and the whole interpretation is obviously highly subjective. The aspect of their work most often mentioned by respondents in reply to Question 15 was *Small Group Teaching*, and 26% seemed to refer to this, a few illustrative examples are: 'Tutorial and small group work' and 'Sessions with small groups because I think this is the way one can bring the subject to life and illustrate trends in management and research'. Answers referring to *Student Contact* formed the next largest category (15%). Two quotations here are: 'Contact with (most) students' and 'Best time is spent with the students (as opposed to preparation essay marking etc.)'. A few answers were classifiable under both *Student Contact* and *Small Group Teaching*, eg 'Working through the year with small groups of students. I enjoy the contact of tutorial sessions'. The next largest category (12%) either mentioned specific *Aspects of their Subject* – the largest sub-group here being *Clinical Teaching* – or else took the form of statements such as 'Teaching in the area of my research'. Eleven per cent showed enthusiasm for *University teaching in general* with answers such as 'Teaching itself', 'The whole course because it is an interdisciplinary one', 'Most of my teaching: at the moment I'm not doing enough'. The same proportion referred to *Lecturing* which was sometimes welcomed as a challenge. Nine newly appointed lecturers seemed to welcome what might be termed the *Mental Stimulation* of their new posts with answers such as 'Getting to grips with my subject', 'Giving courses in which I am 50% competent *before* preparation. These widen one's experience enormously'. Smaller numbers still (3–5) gave answers that could be classed as course development, practicals, projects and post-graduate teaching (an aspect of university work which perhaps only a few beginners have the opportunity of tackling). Other open-ended items tapped possible problem areas in the new appointments.

Difficulties in connection with *Research* which were mentioned by 28% of the respondents, formed the largest category here. Details varied, some new lecturers were trying to finish off PhDs, a few were trying to become committed to new projects, and several were worried about how much attention would be attached to their research when the question of tenure or promotion arose. A number found it difficult to get any research work done because of other competing claims on their time. The real rival for research time was seen not so much to be teaching itself as preparation for teaching. Problems of *Assessing student work* were mentioned by 15%, some of whom pinpointed their main difficulty as uncertainty about standards. Another group of answers, found in 11% of the scripts, reported feelings of being *Overwhelmed or inexperienced* or otherwise rather inadequate. Fortunately some of these implied this state might just be temporary! Examples of responses classed under this heading are: 'Just overcoming inexperience in most areas eg delivery of lectures, co-ordinating tutorial groups, marking assignments accurately etc', 'Not having a sufficiently sure knowledge and grasp of the subject that I am expected to teach.' *Lecturing* was the actual teaching method causing the greatest anxiety. This also was mentioned by 11% of the respondents, two representative quotations being: 'Lecturing to large groups. An unnatural activity at the best of times', 'Pacing the lectures satisfactorily for the members of the course and to cover all the required material. Selecting appropriate material.' Nine per cent referred to *Problems specific to their subjects*. Smaller groups of new lecturers mentioned *Practicals* and *Staff-Student Relationships*, in particular, how to encourage students to be friendly but not familiar. Only two mentioned that they expected *Small group teaching* to be an area of difficulty.

(c) Expectations of ITC's

Regardless of whether they planned to attend a course, all respondents were asked if there were any potential problem areas with which they would like help from an ITC. In addition, those who stated an intention of going were asked in a very open-ended question what they hoped to gain from it and also to name any course items they thought would be of particular value. When the answers to these questions were pooled, it was found that $\frac{1}{3}$ of the newly appointed lecturers thought ITC's could provide information and advice on the use of audio-visual aids in lectures and other forms of educational technological hardware. About $\frac{2}{5}$ looked to ITC's for help with lecturing, many welcoming the opportunity of having an excerpt from one of their lectures criticised by a more experienced colleague. Almost $\frac{1}{5}$ mentioned small group teaching, a topic which was not dealt with at all ITC's. The same number hoped to learn more about available forms of teaching; in the evaluation questionnaire, however, only a tiny

minority were to say that they had learned of any method previously unfamiliar to them. About $\frac{1}{3}$ saw ITC's as having a social function in providing the opportunity to meet other new lecturers and discuss common problems. Interestingly, this kind of reply was much more frequent at 2 of the universities than at others. Also 13% hoped to learn about the organisation of their universities and 8 respondents expressed an interest in the findings of educational psychology.

Opinions of the Courses

The evaluation questionnaire, which was sent to all who were thought to have attended any of the ITC's, contained, like the expectations questionnaire, different types of items, ranging from rating scales to completely open ended questions. Most items were designed primarily to give feedback information to the course organisers though some general points emerged. In this section of the report, the universities will be referred to by letters, not by name when ratings and opinions of the ITC's are presented.

Questions 7 to 10 asked for ratings of the ITC's on 7 point scales. The results for Questions 7 to 9 are presented in Table 6.

Table 6: Ratings of Six ITC's on Seven-Point Scales

University	N	Question 7 Mean	Question 8 Mean	Question 9 Mean
A	22	3.36	3.27	3.95
B	27	2.85	3.09	2.85
C	12	2.75	3.42	3.75
D	9	3.67	4.33	4.44
E	7	4.57	3.71	3.71
F	4	2.38	1.88	4.13

Question 7: How much do you feel that your self-confidence has been increased by your attendance at the ITC?

Question 8: How much did you learn of teaching techniques at your ITC?

Question 9: Did the ITC help you feel part of the academic community at the university?

Most of the means of Table 6 are below the midpoint, which is 4. With short courses of not more than 3 days' duration it is doubtful if much higher ratings could reasonably be expected, especially for Questions 7 and 8. The most distinctive pattern of ratings occurs at F, the University

which ran a seminar on the running of the University rather than on teaching methods. Notwithstanding the tiny numbers involved (actually 50% of those who were present throughout!), it is of passing interest to see such a course rated relatively well on Question 9 but lagging behind the other 5 on Questions 7 and 8. A high score in Question 9 might be interpreted as one indication that ITC organisers had successfully exploited the advantages of having a locally based course. The ITC's with the higher scores on this variable had at least one of the following characteristics: residence, a sherry party, a talk by the Vice-Chancellor, a real effort by members of the committee responsible for the course to mix with the newcomers in group discussions and over coffee. None of these features was observed at University B which had the lowest score here.

Evaluation of Course Items

Question 5 of the evaluation questionnaire, invited respondents to rate each item of the course they had just attended on separate five-point scales for Usefulness and Interest. The results were studied to see if any kind of course item was rated highly at all the universities, suggesting that it met a real need on the part of the new lecturers. A search was also made for any kind of component which, conversely, consistently received poor ratings, such a topic might be inappropriate for an introductory course or else be difficult to present well. It is not easy to decide what should be regarded as the criteria of adequate consumer satisfaction here. In particular, it was appreciated that the term 'usefulness' might be interpreted by many as implying 'of direct practical benefit in preparing for next week's classes'. (John Wilson³ has recently reminded us of the many interpretations that can be made of questionnaire items.) Talks with a decidedly theoretical flavour, accounts of university organisation and discussion groups might often not be described as actually 'useful' even by people who considered them of value. In Table 7, however, are presented the ratings of four types of course components that were surely intended to be of practical assistance: talks (illustrated or not) on how to give a lecture and how to conduct small group work, demonstrations of audio-visual media and critiques of the new lecturers' performance.

Table 7 gives the mean scores, the rank order of the mean score among the course components of the university in question, and also the percentage distribution of ratings that were High (4 or 5), at the Midpoint (3) and Low (1 or 2 - or, occasionally and contrary to instructions, 0!) for these four types of items. It is clear from the rank orders of Table 7 that the kind of ITC component which was felt, across the board, to be most useful was the critique of an excerpt from a lecture. The universally high scores are the more significant because details of the organisation of these lecture practice sessions varied considerably. At Sheffield they were held in strict

Table 7: Ratings of ITC Items on Five-Point Scales

	Univer- sity	Mean	High	Mid- point	Low	Rank
1a Lecture Practice- Usefulness	B	3.80	60	24	16	1:9
	C	4.20	80	10	10	1:6
	D	4.82	100	0	0	1:9
	E	3.70	66	33	0	2:6
1b Lecture Practice-Interest	B	3.67	66	17	17	3:9
	C	4.00	80	0	20	2:6
	D	4.88	100	0	0	1:9
	E	4.00	100	0	0	1:6
2a "The Lecture" - Usefulness	A	2.76	14	57	29	5:8
	B	2.76	16	36	48	4:9
	C	4.00	80	10	10	2:6
	D	4.00	71	29	0	3:9
2b "The Lecture" - Interest	A	2.65	25	35	40	7:8
	B	3.83	63	38	0	2:9
	C	4.10	70	20	10	1:6
	D	3.78	78	11	11	4:9
3a "Small Group Teaching" - Usefulness	A	3.53	47	47	7	2:8
	B	2.62	19	42	38	7:9
	C	3.20	50	10	40	3:6
3b "Small Group Teaching" - Interest	A	3.79	71	21	7	2:8
	B	2.96	36	36	28	7:9
	C	3.60	70	0	30	3:6
4a "Audio-Visual Aids" - Usefulness	A	3.86	68	23	10	1:8
	B	2.92	32	36	32	3:9
	C	3.71	71	14	14	—
	D	4.11	89	11	0	2:9
	E	4.00	71	29	0	1:6
4b "Audio-Visual Aids" - Interest	A	4.19	76	19	5	1:8
	B	3.08	42	25	33	6:9
	C	3.86	71	14	14	—
	D	3.44	44	33	22	6:9
	E	3.70	57	29	14	4:6

confidence, the new lecturer being heard only by two members of the Panel on Lecturing Techniques. At Hull and at Manchester the presentations were made to syndicate groups guided by a staff tutor, and some of the participants reported learning as much from trying to make constructive criticisms of the others in the group as from the advice they received on their own performance. The high numerical ratings shown in Section 1a of Table 7 were supported by comments in the open ended items of the questionnaire. One attraction of the practice lecture sessions may have been that they provided just about the only chances for the new academic staff to take *active* steps to increase their teaching skills. The programmes from the six universities studied reveal a dearth of opportunities to practice other techniques such as the handling of seminars and small group discussions and the use of audio-visual media. During part of a workshop-display of audio-visual equipment at Manchester, the new lecturers had time to handle some of the material in an informal way and there are reports that later in the first term there were three afternoon workshops in educational technology at York. These seem, however, to be rather isolated efforts and there is certainly scope for experimentation with different approaches, both during ITC's and subsequently.

Apart from the lecture practice sessions, there were appreciable variations in the evaluations of the course items. Each ITC appeared to have its relative strengths and weaknesses and parallel items were often much more favourably received at one university than another. For example, the lectures on 'how to lecture' were rated highly at Universities C and D but not at A, while the one at B was considered 'interesting' but not particularly 'useful'. An illustrated lecture on small group teaching at University A was well regarded, only two respondents giving it a low rating on either count; a talk with a similar title at University B had a much more lukewarm reception, while at University C most respondents from the same faculty as the speaker returned very high scores while several others found the talk much less relevant – and said so on the spot, in the questionnaire, and on interview five months later! The one presentation which was common to two ITC's, however, Professor Philip Thody's videotape 'How not to lecture', received similar ratings at both, being considered quite 'useful' and decidedly 'interesting'. The slightly higher of the two sets of ratings was obtained at Sheffield, the one university which made attendance at ITC's compulsory. Too much should not be read into this isolated finding, obviously, but it does tend to suggest that variations in the pressures to attend ITC's at the different universities, though unfortunate from the point of view of survey design, may actually have had a less deleterious effect upon the results than one might fear. No type of course component was uniformly unsuccessful. The more theoretical items were nowhere rated as very 'useful' but sometimes had the compensation of considerable 'interest'. At most ITC's there was at least one session with poor scores. The list of

weak items included a symposium on pastoral matters, a lecture on the psychology of learning, a talk on the running of the university and discussion group meetings. Most of the open ended items of the evaluation questionnaire were concerned, in effect, with what the new lecturers thought they had gained from attendance at the ITC or with their criticisms of the course.

On the positive side, nearly 30% volunteered that they had learned something about audio-visual aids. Just over $\frac{1}{4}$ remarked that they had been helped with lecturing techniques, a further $\frac{1}{8}$ referred to an improvement in teaching skills (which, of course, may in some cases have implied lecturing skills) and 8 new lecturers specifically mentioned they received ideas that would help them with small group work, a topic dealt with at only 3 of the ITC's. About $\frac{1}{3}$ of the sample indicated that they had gained insight into university teaching, some mentioning that they had been made aware of the different methods used in other departments, and 5 found that, while on the course, they clarified their existing ideas about teaching. Just over $\frac{1}{4}$ said they had learned something about the administration of the university. Of the new lecturers, 6 thought their attitudes to students and to teaching had improved and 5 reported feeling more self confident, either as the result of talking to others in a similar position or from reassurances at the lecture practice sessions, while 4 lecturers, from 2 of the universities, had observed, in certain quarters at least, a real concern about university teaching. Other small groups stated that they benefited from learning of new teaching methods and commented on what one lecturer from Leeds described as 'the latent social/psychological function' of the ITC. A handful of the responses used in this paragraph showed decided reservations about the courses as a whole. One new lecturer, for instance, praised the teaching practice sessions but dismissed the rest of the ITC as a complete waste of time, and for a few the sole value of the course lay in its being an introduction to the running of the university or a forum for the interchange of ideas and reassurance by the new lecturers.

On turning to the most frequently voiced complaints, a number pointed to neglected or relatively neglected, topics at their own ITC's, especially assessment, small group teaching and university administration. Each was mentioned by between 10% and 15% of the total sample but recurred more often in the scripts from some universities than from others. For instance, about $\frac{1}{4}$ at University B thought that there should have been a session on assessment and over $\frac{1}{2}$ the small group at University D would have liked to hear about small group methods. The other chief criticisms seemed to be – although these are necessarily highly subjective categorisations – that the courses were too short and superficial, or so overgeneralised as to be unhelpful, especially to participants from certain faculties. About

$\frac{1}{4}$ of the returned questionnaires contained comments that could be classed under one or other of these headings. A few examples of responses which seemed to suggest a certain superficiality are:

"I had just begun to frame questions in my mind when it was all over. I had hoped for something much more intense and demanding."

"The main limitation was time – it was simply too short. This meant that certain fundamental issues could not be explored in detail."

"Perhaps lacked a little meat . . . though very pleased on the whole."

"Insufficient time in the morning sessions to discuss the issues raised."

An overgeneralised approach at the ITC seems suggested in the following answers:

"Not sufficiently specific, ie majority of speakers were educationists and the problems of teaching technology were not dealt with."

"There were a number of clinical lecturers on the course but little instruction on teaching in clinical situations was given."

The seriousness of all the above criticisms depends largely on the extent to which the ITC's are supplemented by subsequent courses, seminars or workshops. At some of the universities taking part in the investigation, however, they are at present very much one-off affairs.

Groups of between 5 and 8 lecturers mentioned that their ITC's gave too much attention to the lecture at the expense of the forms of university teaching, that they would have liked to learn more about the findings of education psychology (only 2 complained that their course was too theoretical), or that at least some of the contributors showed a lack of expertise. Obviously, contributors to ITC's are in an extremely vulnerable position, but there were a few bouquets for individuals as well as brickbats.

The Provision of Further Guidance

Results from the section of the evaluation questionnaire which sought views on the provision of continuing assistance will be treated only briefly here. Most respondents (about 70%) thought they would benefit from future attendance at other courses or seminars on topics related to university teaching, though nearly $\frac{1}{2}$ of these would prefer to wait until another year. Less than $\frac{1}{3}$ indicated outright that they would not wish to attend any further courses. When respondents were asked to rate on 5 point scales the potential value to themselves of each of 10 subjects for inclusion in such a course or seminar, the popular titles were found to be 'Student

Learning and Motivation', 'Small Group Teaching', 'Examinations and Assessment' and 'Organisation and Supervision of Research'. The first 3 had quite often been named in reply to open ended questions as areas neglected at certain of the ITC's. The 2 topics with the lowest overall ratings were found to be 'Practical Teaching Situations' (eg laboratory, studio or field work teaching) which, understandably, tended to be seen as more relevant in some faculties than others, and 'University Administration'. The range of scores given to this last title ranged, however, from 1.75 at one university which had run a 2 day course on the running of the university early in the session to 3.70 at a university which had promised such a course for the second term. There was a large majority in favour of the provision of some kind of supervisory or guidance service available to lecturers to help them to improve their teaching. Only about $\frac{1}{4}$ thought such supervision ought to be compulsory. When the new lecturers were presented with 8 possible means of obtaining feedback on their level of teaching performance, it was found that almost every kind of guidance suggested seemed to be more welcome than otherwise (ie was above the mid-point of the rating scale) at nearly every university. In general there was most support for the use of CCTV techniques (regardless of whether these had been used in the ITC) and for student based information obtained either from student questionnaires or from scrutiny of their written work. Attendance at one's class by a senior member of one's department or of a member of the Committee on Teaching Methods were considered, over the sample as a whole, as the methods least likely to be helpful. Pilot interviews with some of the previous cohort of recently appointed lecturers in summer 1973 suggested that at the individual level there can be dramatically different reactions to the various forms of guidance which were suggested in the questionnaire. There seems to be a fairly obvious need to experiment with various techniques, bearing in mind, among other factors, the preferences and temperamental differences of recently appointed lecturers.

This leads to a final consideration of the double barrelled question of the title: whom are we training to teach and how? University lecturers at the beginning of their careers seem to be a more heterogeneous group than might at first be imagined, and last summer's interview data indicated that the demands made upon them varied enormously. Yet each of the ITC's studied here provided only a common course for all, which was virtually compulsory at one of the universities. At these courses only a very few of the potentially fruitful approaches to training or staff development were attempted. While it is frankly unlikely that *any* method of training would satisfy all its customers, the present system of very short and sometimes rather inflexible courses can, at best, provide only limited assistance for some of the new lecturers and whet their appetites for more.

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Discussion

Initially the discussion was somewhat critical of the nature of the research as not being representative. This was particularly caused by the fact that it had been difficult to find out who the new lecturers were and by the

different nature of initial training courses. The group thought that case studies of seven initial training courses were really undertaken, not comparable research. Criticism was also made of the study being confined to universities because it was felt that some aspects of lecturers' motivation were related to the type of institution rather than personal factors.

The aspects of the results which provoked most interest was the difference between preference for small group teaching before the ITC and fear of it later. It was thought that lecturers preferred group teaching as an idea because it would be more informal - perhaps more democratic, even trendy - but having had experience of it, found it required much more of them than the traditional lecture.

The other point which interested the group was the relevance of answers about the allocation of time between different tasks. Members wondered whether the emphasis given to research as warranting a large amount of time was related to expectations that publication of research would have a bearing on future promotion. This point had not in fact been investigated.

Harriet Greenaway

The 1973 Leicester Conference on 'Authority, Leadership and Organisation in the Universities'

J G Harvey, J Noble-Nesbitt and R A Walker

The UGC has in recent years been concerned to promote an interest in the training of faculty and administrative staffs in universities. In 1972 it approved a programme sponsored by the University of East Anglia (UEA), whose object was 'to provide senior members of universities with an opportunity to learn about human behaviour in groups and institutions, and to translate what is learned into the analysis of issues and the implementation of changes in their own universities'. UEA was one of four or five institutions to express an interest in providing this kind of training for its members. The other universities involved in the programme were Cambridge, Leeds and Sussex. Individual delegates also took part from Birmingham University, Oxford University, the UGC, the Department of Education and Science, the CVCP and other universities.

Phase I A residential conference was held at Leicester University from 26 March to 1 April 1973. Its aim was to provide members with opportunities to examine, in various settings, their relation to the conference as an institution, and in particular to study problems of exercising authority as situations change and develop.

Phase II This period between Phase I and Phase III was listed as 'The Beginnings of Implementation', in which conference members from UEA (and similarly from other universities) would embark on an analysis of problems in their own roles and institution and begin to devise and implement methods of change.

Phase III A second residential conference, lasting three days, was held at Leicester from 13 December to 16 December 1973. This, the final phase of the programme, aimed to review the experience of Phase II, to analyse the reasons for successes and failures therein, and to formulate plans for further implementation.

The UEA contingent comprised twelve members of senior academic, administrative, library and allied staff. One member was unfortunately obliged to withdraw from Phase I of the programme. The other members attended both Phases I and III, and met informally some five or six times during Phase II. These meetings were convened ad hoc by one member acting as a convenor; beyond this they had no formal structure. The

residential conferences were run by the Centre for Applied Social Research of the Tavistock Institute of Human Relations. 'Tavistock' provided 8 consultants, which gave a consultant:member ratio of 1:7. The 'Tavistock' method is not to instruct, but 'to provide opportunities for learning'. We studied the relationships of individuals in groups of various sizes, the relationships between groups, and the relationship between the conference management and the entire conference membership.

Just as one might best understand what it feels like to be a tycoon or a property developer by playing a business game or 'Monopoly' so one learned about the relationships within and between groups by participating in them. One felt the rivalries, the embarrassments, the ambiguities, the hostilities. One emerged individually as a delayer or a hastener, impassive or exasperated, actor or observer, leader or follower, adamant or conciliatory. The experience to most of us was a novel one. Indeed a number of members (though none from UEA – a phenomenon which was itself a subject for discussion and speculation) departed from the conference at times, feeling at least that it was not adding to their own learning and in some cases that they felt personally uncomfortable.

Do managers really understand how secretaries feel? Why do groups such as senates, student unions and student councils, management and trade unions, faculty and administrators not always behave rationally to one another? How do disputes arise? Where are the seeds of confrontation sown? How do myths arise, and how can they be dispelled? To what extent can individuals manipulate the behaviour of the group(s) to gain their own ends? How are individual and group feelings communicated to others? What responses are elicited? What is the effect of 'observers' at meetings? Do people fail to contribute to the maximum because they fear the status of their boss? Do career women experience difficulties arising from their role or other people's perceptions of it? How can 'outsiders' be reassured? These are all examples of dealings between individuals and groups where preconceived notions can inhibit progress and frustrate good will; all of these issues were raised to some extent at the conference.

Members on a 'Tavistock' course form a living laboratory in which interactions can be studied. The consultant does not lead or instruct, or recommend reading in the conventional way. He sees it as his task to comment on why he feels a group is or, more commonly is not, achieving its goal. A climate of distance, hostility even, develops between the members and the consultants: as members cast aside their shells of conventional politeness, the emotional attitudes of anger, suspicion, feelings of inadequacy and the like, emerge between individual and groups and are themselves subjected to further comment and analysis. How can groups of differing sizes best organise themselves? What are the natural characteristics of

groups of differing sizes? Here are areas in which insights are offered by the process of participating in them. As an illustration of how a 'Tavistock' experience can aid the study of an institutional situation, one could consider the situation in which a freshman finds himself on arrival at university. Are the pre-arrival instructions clear? Is the early experience reassuring, and all of a piece with the implied and express message of the prospectus? Do the organisers (who are they?) seem to know what they are doing? What anchorages are sought? Where is the authority? One could compare the experience of a university 'joiner' with the experience of the 'joiner' of Phase I at Leicester.

A number of projects drawing inspiration from the Leicester experience have been started by individuals who attended. These are considered a little more fully below. Those who attended this course are aware of the pretentiousness of the notion that either individually or in combination they could devise and implement methods of change within sectors of the university other than those for which they have personal responsibility. Anything further would rightly be regarded as meddling. Nevertheless problems of a general university nature may arise, where they could usefully act as a group for consultation and discussion, as a result of a shared experience, and in which their very lack of a formal place in the committee structure could be an asset. In such cases they would like to feel that other members of the university would be willing to join them.

The membership of the conference has formed an 'implementation group' with plans to study the induction of first-year undergraduates at UEA. It will discuss with faculty, administrators, and students the aims, methods and results of the induction processes. The results of the study, which will extend over two academic years, should lead to informed changes in the actions and communications of the University and of its component institutions and members, in order to accelerate the process whereby a student comes effectively to terms with his new environment. A series of evening meetings in the university has been held, in which a group of 12 student advisees, drawn from all three years, discussed problems and uncertainties with their adviser. The matters under discussion were typical of those on which an adviser will usually give help and advice individually.

Five first-year students, drawn from two Schools of Study, participated in a study group programme with one academic and one non-academic member of the Leicester conference. The programme aimed to provide opportunities to learn about the nature of university, and the implications of being in the university environment. In addition, the School of Development Studies admitted its first students in October 1973. All aspects of its design and management have been valuably informed by participation in the Leicester conference.

This account has attempted to be descriptive rather than evaluative. We feel that the 'Tavistock' style is founded in interpretative power, and as one member of the programme has commented, manages to protect itself from criticism. We have mentioned that there were 'casualties' from the course, people who left with apparent feelings of anger or distress. It was not clear that the organisers either had a safety net for such casualties or felt the need for one. Whilst the members all undoubtedly learned, it must be emphasised that the cost of the course was considerable, and we question whether a membership fallout rate of 54% between the start and end of the course is economically tolerable overall, despite the fact that the UEA group completed the programme. Perhaps it is yet too early to evaluate the full fruits.

'Swinley Under Stress': A Case Study of Organisational Change

Ron Glatter

Introduction

In his introductory paper, David Warren Piper gave an overview of the range of activities and materials which have been generated within the SDU programme. When we attempted to select a sample of these for demonstration at the Conference, it soon became apparent that we would have time to present only one in sufficient detail to enable us to convey to participants the flavour of our approach. We selected a case study, 'Swinley Under Stress', because it illustrates particularly well various features of our approach, especially the joint preparation of training materials by the programme staff and senior academics and administrators in universities. The case is in three parts, and each part calls for a detailed response from those taking the exercise. Part I calls for individual response, Part II for response in small groups of, say, half a dozen, and Part III for response in triads or groups of three. After individual or group response to each part, there should be a period of reporting back and plenary discussion. At the time of writing, only Parts I and II had been tested with groups of university staff. Part III was about to be tested.

A detailed account of the case study, with all three parts, appears in Part IV of the Staff Development in Universities Report. To avoid repetition Part I only is presented in this conference report, although both Parts I and II were presented at the conference. The case deals with certain events at Swinley University of Technology between 1964 and 1976. Part I outlines a short history of a department becoming inoperable, and ends by asking readers to recommend a course of action. Part II recounts what action was actually taken (the case closely follows events of a real occurrence). That course of action involved the appointment of a senior member of staff and readers are asked to prepare a job description. Part III puts the reader in the position of the newly appointed person having to submit to Senate proposals for developing the work for which he is responsible. Before finally deciding the value of the case study you will, of course, need to read the complete script. However, perhaps enough is presented here to justify some preliminary consideration. As you read through the case you are invited to consider two aspects of its possible application to staff training in higher education institutions. First, you might consider how appropriate the case study would be as a training vehicle in your own institution. For what groups of staff would it be suitable? You will note that the case study deals with both 'academic' and 'administrative' issues, and particularly

with issues which are neither purely one or the other, as is so frequently the position in reality. In deciding on the value of the case for internal training, you may wish to ask yourself whether there are elements in the case which are similar to cases in the experience of members of the group? For, although we have discovered in testing Parts I and II that staff from different universities often find the particular events in the case concerning general studies teaching strikingly similar to events in their own experience, the greater value is likely to be derived from exploring the *general*, rather than the particular, issues which the case throws into relief: the basic problems about staff deployment, job satisfaction, incentives, decision-taking and the management of change in higher education institutions which the case study reflects.

I do not propose here to offer my own interpretations of the significance of the events in the case in relation to these problems. Every group which works through it will arrive in its own interpretation, as will each individual in the group, although some analytical formulations may be found helpful in examining these.¹ What the case attempts to do is to provide a concrete framework within which these problems can be discussed and differing conceptions of them compared.

The second aspect of the applicability of the case to staff training you may wish to consider is the possible value of the general approach to case study preparation which it exemplifies.² Here I would draw attention to its relative simplicity. It is often thought that case studies have to be long, complex and replete with information: that they must go into every detail and nuance of the events they describe. After testing Parts I and II on three occasions, we have discussed the relative sparsity of information with participants. (There are always some complaints of lack of information in case studies, however much is provided!) On the whole, participants have concluded that this has not hindered their consideration of the case, but has rather helped their concentration on the main issues: it has reduced the concern with the intricate details of the particular case and directed attention to those elements which might be transferable to the participants' own situations. The implications of this for staff training based on prepared materials are considerable, for the economic prospects for higher education institutions make it unlikely that complex materials can be produced, and the alternative is an unrelieved diet of lectures and general (often too general) discussion. It should be possible for senior academics and administrative staff themselves to produce materials that are no more complex than this case study, for use within their own institutions or in training activities involving staff from a number of institutions.

Returning to the use of this particular case, it is strongly recommended that participants are not shown Parts II and III until Part I has been

worked through, and that they are not shown the Appendix to Part II or Part III until Part II has been worked through. Finally, I said at the beginning that this case study was an illustration of the joint preparation of training materials by SDU staff and senior academics and administrators in universities. I gladly and gratefully acknowledge the very substantial help given to me by Douglas Porter in the preparation of all three parts, and in testing, and by W F Gutteridge in the preparation of Part III. (Needless to say, both are members of the Swinley University of Technology!)

References

1 See, for instance: Glatter, Ron, *Change Processes File*, Programme for Staff Development in Universities, University of London Institute of Education, 1973. (Mimeographed)

2 For a discussion of a range of participative methods which may be used in educational administration training, see: Glatter, Ron, *Management Development for the Education Profession*, 1972, London, Harrap, Chapter 3

Case Study: Swinley Under Stress

Part I: The Storm Breaks

Prepared by Ron Glatter and Douglas Porter

"*Stress n. (Mech.)* a force producing a change in the shape of a body"
Collins English Dictionary

In September 1964, the Swinley University of Technology (then in its CAT days) reorganised its 'liberal studies' provision. The new programme included the following features:

- it was compulsory for all students;
- students were to be mixed with those from departments other than their own;
- it was to be organised by a new Department, the Department of General Studies, with a full-time staff of its own but able to draw on staff of other departments and on outside speakers where appropriate;
- it was to comprise three hours per week in the first and second years and two hours per week in the third and fourth years.

The new Department was formed from a group of four members of staff who had been members of the Department of Industrial Administration,

which had provided liberal studies before 1964. The expansion of the University, which has more than doubled in size since the formation of the Department, has resulted in the staff members increasing to 17. All of the new members of staff have been appointed as full members of the academic staff and as specialists in their own subjects. Their terms of appointment, however, specifically state that they are required to teach general studies including some tutorial work in the more general non-specialised first year.

The staff now comprises: 6 Modern Linguists, 2 Philosophers, 2 Lawyers, 2 Economic Historians, 1 Psychologist, 1 Mediaeval Historian, who was also an expert on the local history and customs of the regions in which the University is situated, 1 Economic Geographer, 1 Political Scientist and a Specialist in Religion.

The post of Head of the new Department was advertised in May 1964. Applicants were interviewed and an offer was made, but it was declined. The post was advertised again in August, 1965, under the title of Director with status and salary equivalent to that of professor. Again, an offer of appointment was made to an applicant who refused it. Although the matter was discussed again in 1967 and 1968, the post has not been re-advertised and remains vacant. Consequently one member of the original group coming from the Department of Industrial Administration, Mr Meek, has been responsible for the programme of General Studies (GS) throughout its period of existence and has been Acting Head of the Department since September, 1966.

The GS programme had been designed to complement the technological studies of engineers and scientists, but the introduction of a Behavioural Science undergraduate course in the late 1960s, with many subjects overlapping those in the GS programme, necessitated a review of the GS provision. The programme which emerged in 1969 included the following features:

GS in years 1, 2 and 3 only;

First year course based on reading and discussion of selected books;

In Years 2 and 3, students to select one option from a list of 19 subjects;

The option chosen to be remote from students' main study, eg certain options to be barred to students of Science and Engineering, and others to students of Behavioural Science;

Staff from other departments to continue to contribute to GS, and allowance for staffing to be made under a new system of staffing calculations being introduced;

Work on the 'option' course to be examined by cumulative assessment of course work: GS to represent 10 per cent of total marks for a degree: students must attain satisfactory standing in GS to get a degree.

In the event, very few members of staff from other departments contributed to the GS programme, and the Department made extensive use of part-time visiting lecturers. Indeed, some part-time lecturers were teaching in the department for longer hours than its full-time staff.

The staff of the GS Department were anxious to teach their own subjects at degree level in addition to teaching in the GS programme. Several of them contributed to the Behavioural Science course. In 1970, the Department introduced a degree course in Communication Science and Linguistics (CSL) in co-operation with the Department of Mathematics. The purpose of the course was stated to be:

'to impart a deep understanding of the logical structures of natural and numerical language together with practical command of a foreign language. Thus the subject matter of the course is that dimension of communication theory which lies between the study of electronic control systems and cybernetics and sociological investigations into journalism, mass media and relations between groups.'

The main areas of study were Philosophy, German and Mathematics: one year was to be spent in Germany. Applicants required 'A' level qualifications in both Mathematics and German. The Department more recently has also contributed language teaching to the three-year Combined Honours Degree course.

A group of three staff within the Department was also undertaking research in the relatively unexplored field of 'psycholinguistics'. Their work was said to be aimed at 'discovering the "deep structures", the axiom systems and common characteristics, which underly the surface structures - ie the individual differences in languages as they are spoken - of all languages'. The group was publishing a collection of research papers and a textbook.

Other members of the Department were also heavily involved in research in their subject areas. The two lawyers were especially prolific, recording in a three-year period the astonishing total of seven textbooks and 23 papers, as well as many newspaper articles. In the same period, the two economic historians produced ten papers, one of the philosophers six, and the six modern linguists a modest five papers altogether.

There were however no research students being supervised by staff and a recent proposal by the mediaeval historian, Dr Delve, to supervise a research project on the Church of England and the Working Classes in Swinley 1861-1905, was approved by Senate only after a long argument as to its relevance in a technological university.

In 1972, the Professor of Applied Psychology, Professor Goad, proposed that the Department of General Studies should be merged with the Department of Education. He argued that it was difficult to attract high quality specialists to a General Studies Department. If GS staff practice their own specialist teaching and research, this would lead logically to an arts faculty which the University has steadfastly refused to countenance. It seemed better that the members of the Department should regard themselves as specialists in adult education rather than history, philosophy, etc. In addition, Professor Goad went on, the difficulties of controlling and directing a department with a large variety of skills and interests were acute: it seemed likely that the problems would be easier if specialism in education was the main criterion.

The GS Department reacted strongly to this proposal. Here are some statements made by members of the staff:

'As a department we are not concerned with liberal studies nor with adult education in the senses in which the Department of Education uses these terms. More than this, we are simply not qualified by training or experience to take up such concerns in any but an ad hoc fashion.'

'The 17 staff of the Department were not appointed as 'specialists in education'. Each was appointed as a specialist *in* his or her particular field *to* the Department of General Studies.'

'Dr Toil pointed out that some of the staff who had been recruited for the Department complained that they had not been given a clue about the chores of the job.'

'There is no reason why members of the General Studies Department who are recruited as specialists in their own fields primarily to deal with these specialist subjects, should be more obliged or competent to undertake the first-year tutorial duties than members of other departments.'

The author of the last statement was not, in fact, a member of the GS staff, but the then Pro-Vice-Chancellor, Professor Cloud, who was the Chairman of boards making appointments to GS posts for which the advertised particulars specifically mentioned tutorial duties in the first year of the GS

programme. The appointing boards for GS staff rarely included experts in the candidates' own subject, even on the rare occasions when these were available within the University, and the particulars made clear that staff were being appointed primarily to teach General Studies. At the interviews, however, a contrary impression was often given by Professor Cloud and Mr Meek.

The Department wanted a further reappraisal of the GS organisation to take place at the end of the 1974/75 session (the Acting Head is due for retirement in 1975). There was, however, acute concern about the Department's title. Its members felt strongly that, when attending meetings and conferences, to describe themselves as coming from a department of general studies was somewhat meaningless and did not help in the establishment of their academic ego.

In March 1973, the Department set up its own Committee on Future Developments. This Committee drew up a questionnaire, intended to be distributed to a sample of final-year undergraduates, asking their opinions on the present GS courses and on suggested lines of development. The Students' Union opposed the questionnaire, and, at an open meeting for staff and students held in the Union Hall, it was decided to distribute a 'counter-questionnaire' to students attending GS courses and ask them to hand it to the Department in place of its own. The counter-questionnaire asked: 'Do you think that General Studies is necessary?' and 'do you think that Union activities have the same purpose as General Studies?' The Department's Committee did not meet again. At about this time, the Department suffered a great loss in the death of Dr Toil, the specialist in Religion, who had carried the main responsibility of organising the GS programme for several years. There was no one in the Department who seemed able or willing to take over this 'chore'.

Meanwhile, a Dr Bold, who was particularly discontented about teaching philosophy in general studies and in acting as a Part I Tutor and who had expressed his feelings in a number of memoranda to the Vice-Chancellor and Senate, had removed himself physically to an office in the Department of Industrial Administration and refused to teach any students other than those on the Behavioural Science Degree. As a result of this, Senate appointed a Working Party to enquire into staff relationships in the Department. This Working Party was the fourth to be formed to investigate general studies in nine years (the previous ones having set in train the successive reorganisations of the programme). Six weeks later, the Working Party presented an interim report to a joint meeting of Senate and Council which was expressed in such terms and which exceeded its terms of reference so significantly that Senate and Council agreed to take no action other than to order all copies of the report to be returned and destroyed.

The situation regarding Dr Bold, however, went from bad to worse and he eventually announced in January, 1973, that he had 'suspended' himself from further teaching and he did not attend the University again. Dr Bold was suspended on full pay and three months later a further joint meeting of Senate and Council received a final report and decided that he should be given notice of the termination of his appointment.

Staff morale was low, the continuation of a general studies programme in the University context was continually being raised and the pending retirement of the acting Head meant that the situation was now critical – could a solution be found?

Reaction to Part I (Individual)

The Vice-Chancellor wants you to go and see him in half-an-hour to advise him on what action to take. Indicate below what your advice will be:

The 'Conduct of Meetings' Project

L F Evans

When, in June 1971, the UGC invited submissions for innovatory training schemes, my own University, in common with many others, put forward projects which were considered as meeting the criteria laid down. One of these on 'The Conduct of Meetings', was accepted by the UGC for their financial support. The purposes of the project were:

to study the function of all types of meetings in universities, particularly those of established committees;

to train participants in the skills requisite to their activities in organising, directing, reporting and contributing to meetings;

to study means of improving the effectiveness of reporting and implementing decisions taken in meetings;

to provide a 'package' of exercises, video-tapes, case studies and other training material;

to provide an organisation that would enable the training programme to be provided at a number of university centres.

Following the acceptance of the project by the UGC, I was designated by my University to direct the scheme, and started work on this in mid-1972. I felt, in a way, rather as Kinsey must have done when he started his great investigation, since there was less objective observation material available on activities in the senate chambers of the United Kingdom than there was on activities in the bed chambers of the United States. An integral part of the study phase of the project was the concept of video-recording 'live' meetings of university committees of every possible description. There was, not unreasonably, some reluctance and apprehension on the part of members of those committees approached, but, with assurances that material recorded would be used only for serious educational purposes and only with the agreement of the committee which had been recorded, the difficulties were largely resolved and many useful recordings made. Since, the project had been prepared with the approval of the Senate of my own University, that body gave its consent to a video-recording of one of its meetings to be made. The Council of the University also agreed to such a recording being made, and thereafter I was able to record a further range of meetings, including Boards of Study, Student Union Council, and, interestingly in the context of this conference, the Central Working Group of the Staff Development in Universities project. May I add, in parenthesis,

that one incident, the discussion of a revised ordinance and regulation, taken from the Senate meeting, has proved to be a particularly valuable learning resource.

Concurrently with this, I was looking both at ideas and people to help in developing a workshop package which would deal not only with the externals of meetings, in terms of structure, agenda, and nominal functions, but also the internal relationships, the personal interplay, the whole question of group dynamics in meetings. In this latter field I was very pleased to have the collaboration of David Warren Piper of UTMU, Paul Terry of University College, London, and Peter Herriot, Reader in Psychology at my own University. They were very much concerned with the development of material for the understanding of personal roles and behaviour in meetings. I was concerned rather more with the development of learning material – experimental as well as observation and case learning material – and this led to another stage of the scheme: having made a number of video-recordings, some of us sat for long, weary hours watching and listening to committees debating the eternal drear of detail, which seems inevitable in much of academic administration, until it was possible to isolate certain discrete incidents which could be used as case study material. In the latter part of this session, one of those incidents will be shown, and you will have the opportunity to carry out the study activity in relation to it, as is normally done in the 'Meetings Workshops'.

Having then analysed the recorded material in terms of committees, particularly Senate and Council, and Boards of Study, and derived from them appropriate observation and study material, we turned to the development of experimental learning material, involving particularly that of people taking part in a realistic meeting situation, video-recording that meeting – and then having the video-recording played back, so that participants could carry out the same sort of analysis on their own behaviour in the meeting which they had previously been carrying out on the observed meeting of the University Senate. To this end, the 'Choosing a Tutor' exercise, set in 'Trevithick University' was devised. The purpose is to persuade, oblige or cajole participants in the workshop to commit themselves to a determined view on the 'person specification' for a tutor in a hall of residence. Having committed themselves, they then come to a meeting and have, in that meeting, to discuss and agree a specification. The exercise enables the mechanics of the meeting, the control of discussion process and the recording of decisions, to be experienced and later examined, since the operation is recorded on videotape. It also enables people, at a second level to examine some of their own prejudices. It is intriguing, for instance, that even in a group comprising 35% women in fairly senior positions, most assumed that the tutor was going to be a male; that, in some of the case material, which has to be read carefully, assumptions were

made that the present tutors were male, without questioning whether ambivalence of name could possibly indicate that the person was female. The question of the number, status and situation of commonwealth and overseas students has led to interesting attitude discussions on problems of immigration, of nationality, and so on. It can be seen that this exercise operates at two levels, and can be extended into a third, which is that of interviewing. This was not part of the original brief, but when one starts out on a voyage of exploration in terms of behaviour of people in universities, one is never quite sure where one is going to end up.

Having carried out the observation and investigation of meetings in universities and having prepared training material, the time came for the presentation of the first workshop. The initial submission to the UGC had envisaged a gathering of perhaps 100 people – but again investigation of the effectiveness of learning in such a large group, in fields particularly concerned with human behaviour, showed that this was not the way to run the railway, and it was decided to have smaller workshop-based experiences rather than a sort of mass rally. The first workshop was planned and publicised with the intention that as far as possible we would have senior academics – not because of their high academic status, but because of their responsibility as chairmen of committees within their universities – and senior administrators who again were involved in committees largely as secretaries, organisers, and in the administrative functions in relation to committee decisions. In the first workshop, we achieved a very reasonable mix – almost equal numbers of academics and administrators from nine different universities. The workshop aimed at both developing a cheerful atmosphere and working intensively throughout the day and into the evening. The programme of this first workshop is shown in Figure 1.

Having planned and presented the workshop, it was important that the thing was not allowed to just seep away into the sand. There is little point in providing a learning experience if one has no ideas as to what actually has happened to the people who have undergone the experience, and so, built into the programme was an evaluation scheme which was used on the first, and has been continued on all subsequent ventures, to establish what was happening and to modify future workshops in the light of that information. The form used is reproduced in Figure 2.

In an attempt to avoid the very lengthy, earnest sociological document which sometimes is presented to course participants, and which from experience may take up to half the learning programme to fill in, we decided to simplify and to allow for positive and negative response, for the inevitable 'don't know/no opinion', and a facility for open-ended comment, which to my delight I found was, as I think Wilson said, "free, frank and fearless".

Figure 1: 'Meetings' Workshop Programme

Monday 24-9-73

0930-1000	Arrival and registration	
1000-1015	Introduction and briefing	L F Evans
1020-1115	Introduction to simulation exercises	D Warren Piper
1115-1130	Coffee	
1130-1245	Exercise I	D Warren Piper P Terry
1245-1330	Luncheon	
1345-1500	Exercise II - VTR	D Warren Piper P Terry L F Evans
1500-1530	Tea - notes on exercise II	
1530-1730	Exercise II - play-back and discussion	D Warren Piper
1800-1930	Sherry and dinner	
2000-2130	Exercise III	D Warren Piper

Tuesday 25-9-73

1000-1115	Personality and behaviour I	P Herriott
1115-1130	Coffee	
1130-1245	'Senate in Action' exercise - phase I	L F Evans
1300-1400	Luncheon	
1400-1515	Personality and behaviour II	P Herriott
1515-1530	Tea	
1530-1730	'Senate in Action' exercise - phase II	L F Evans
1900-2030	Course dinner	

Wednesday 26-9-73

1000-1045	The chairman's role	L F Evans
1045-1100	Coffee	
1100-1230	Exercise 'Choosing a Tutor' - I	L F Evans <i>et al</i>
1230-1345	Luncheon	
1345-1515	Exercise 'Choosing a Tutor' - II	L F Evans <i>et al</i>
1515-1530	Tea	
1530-1600	Exercise concluded	
1600-1700	Evaluation review	

Figure 2: Evaluation of Meetings Workshop

Please complete this form, in order to assist in the evaluation of this workshop and to use the information in planning future activities. Ring round the response which most nearly corresponds to your opinion, using the scale +3 to -3 given, 0 indicating 'no opinion', and inserting further comment in the space provided.

Session	Interest	Usefulness	Effectiveness
Monday	+++ ---	+++ ---	+++ ---
Exercise I	3 2 1 0 1 2 3	3 2 1 0 1 2 3	3 2 1 0 1 2 3
<i>Further comments on session</i>			

Session	Interest	Usefulness	Effectiveness
Monday	+++ ---	+++ ---	+++ ---
Exercise II	3 2 1 0 1 2 3	3 2 1 0 1 2 3	3 2 1 0 1 2 3
<i>Further comments on session</i>			

Session	Interest	Usefulness	Effectiveness
Monday	+++ ---	+++ ---	+++ ---
Exercise III	3 2 1 0 1 2 3	3 2 1 0 1 2 3	3 2 1 0 1 2 3
<i>Further comments on session</i>			

Session	Interest	Usefulness	Effectiveness
Tuesday	+++ ---	+++ ---	+++ ---
Personality and behaviour	3 2 1 0 1 2 3	3 2 1 0 1 2 3	3 2 1 0 1 2 3
<i>Further comments on session</i>			

Session	Interest	Usefulness	Effectiveness
Tuesday	+++ ---	+++ ---	+++ ---
Exercise - 'Senate in Action'	3 2 1 0 1 2 3	3 2 1 0 1 2 3	3 2 1 0 1 2 3
<i>Further comments on session</i>			

Session	Interest	Usefulness	Effectiveness
Wednesday	+++ ---	+++ ---	+++ ---
'The Chairman's Role'	3 2 1 0 1 2 3	3 2 1 0 1 2 3	3 2 1 0 1 2 3
<i>Further comments on session</i>			

Session	Interest	Usefulness	Effectiveness
Wednesday	+++ --- 3 2 1 0 1 2 3	+++ --- 3 2 1 0 1 2 3	+++ --- 3 2 1 0 1 2 3
Exercise - 'Choosing a Tutor'	Further comments on session		
The course as a whole	+++ --- 3 2 1 0 1 2 3	+++ --- 3 2 1 0 1 2 3	+++ --- 3 2 1 0 1 2 3

Comments on course organisation

Comments on 'ambiance' ie, rooms, facilities, meals, accommodation

Any other comments or suggestions

Some people simply completed the form in this sort of way:

Figure 3:

Session	Interest	Usefulness	Effectiveness
Chairman	③+++ --- 3 2 1 0 1 2 3	③+++ --- 3 2 1 0 1 2 3	③+++ --- 3 2 1 0 1 2 3
	Further comments on session		
Session	Interest	Usefulness	Effectiveness
Committee simulation	③+++ --- 3 2 1 0 1 2 3	③+++ --- 3 2 1 0 1 2 3	③+++ --- 3 2 1 0 1 2 3
	Further comments on session		
Session	Interest	Usefulness	Effectiveness
The secretary's job	③+++ --- 3 2 1 0 1 2 3	③+++ --- 3 2 1 0 1 2 3	③+++ --- 3 2 1 0 1 2 3
	Further comments on session		
Session	Interest	Usefulness	Effectiveness
N.A.S.A	③+++ --- 3 2 1 0 1 2 3	③+++ --- 3 2 ① 0 1 2 3	③+++ --- 3 2 ① 0 1 2 3
	Further comments on session		

but others – and very helpfully – in this:

Figure 4:

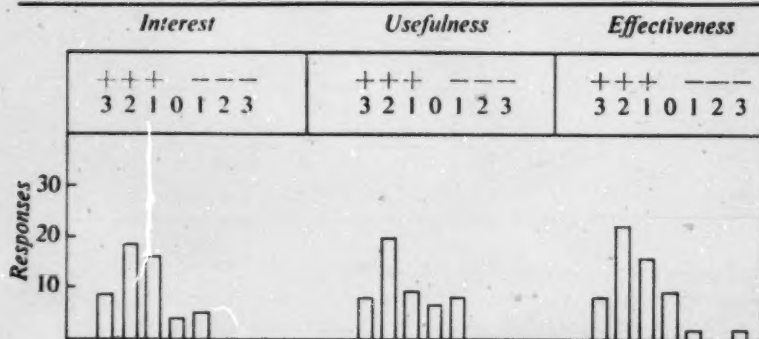
Session	Interest	Usefulness	Effectiveness
Chairman	$\begin{matrix} + & + & + \\ 3 & 2 & 1 & 0 & 1 & 2 & 3 \end{matrix}$	$\begin{matrix} + & + & + \\ 3 & 2 & 1 & 0 & 1 & 2 & 3 \end{matrix}$	$\begin{matrix} + & + & + \\ 3 & 2 & 1 & 0 & 1 & 2 & 3 \end{matrix}$
	<i>Further comments on session</i> <i>I am particularly happy with the general outline of the characteristics of a chairman and the relationship that should exist between him and the secretary. Probably it will be necessary to demonstrate this more practically in the planning sessions and after in the workshop.</i>		
Session	Interest	Usefulness	Effectiveness
Committee simulation	$\begin{matrix} + & + & + \\ 3 & 2 & 1 & 0 & 1 & 2 & 3 \end{matrix}$	$\begin{matrix} + & + & + \\ 3 & 2 & 1 & 0 & 1 & 2 & 3 \end{matrix}$	$\begin{matrix} + & + & + \\ 3 & 2 & 1 & 0 & 1 & 2 & 3 \end{matrix}$
	<i>Further comments on session</i>		
Session	Interest	Usefulness	Effectiveness
The secretary's job	$\begin{matrix} + & + & + \\ 3 & 2 & 1 & 0 & 1 & 2 & 3 \end{matrix}$	$\begin{matrix} + & + & + \\ 3 & 2 & 1 & 0 & 1 & 2 & 3 \end{matrix}$	$\begin{matrix} + & + & + \\ 3 & 2 & 1 & 0 & 1 & 2 & 3 \end{matrix}$
	<i>Further comments on session</i> <i>It is a useful exercise. Probably this could be demonstrated by actual preparation of the necessary agenda and taking down minutes, etc. The imagined relationship as the one under chairman, should be more meaningfully demonstrated.</i>		
Session	Interest	Usefulness	Effectiveness
N.A.S.A.	$\begin{matrix} + & + & + \\ 3 & 2 & 1 & 0 & 1 & 2 & 3 \end{matrix}$	$\begin{matrix} + & + & + \\ 3 & 2 & 1 & 0 & 1 & 2 & 3 \end{matrix}$	$\begin{matrix} + & + & + \\ 3 & 2 & 1 & 0 & 1 & 2 & 3 \end{matrix}$
	<i>Further comments on session</i> <i>No further comments, please.</i>		

One person wrote in one of the blocks "It was bloody awful", and at the end wrote in the final analysis, "I know I wrote earlier it was bloody awful – in retrospect I think it was bloody good". The summaries of the responses to the two exercises which will be the basis of the working session in the second part of this presentation, are given in Figure 6, next to the exercise papers used. 'The Senate in Action' Exercise appears as Appendix 1.

Figure 5: Some barriers to team discussion and decision making

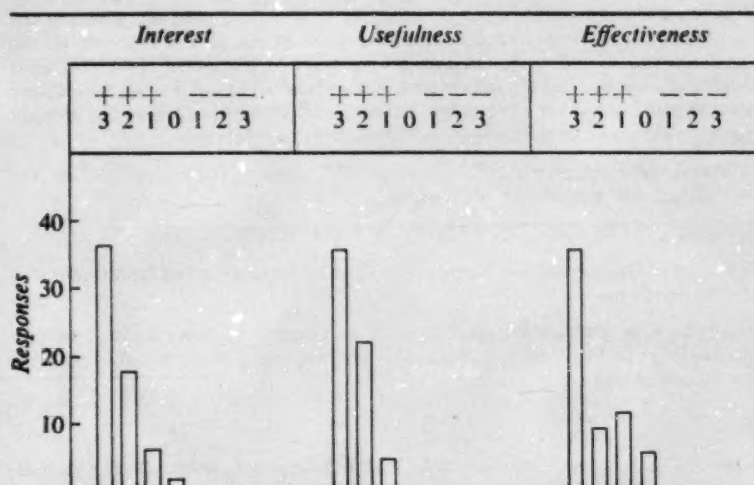
The following faults frequently impede the progress of discussion and decision making. Please rate each item on the following scale: 5=the error, weakness or failure is evident most of the time; 1=the error, weakness or failure hardly occurs at all; 0=the fault is irrelevant in this particular instance.

1	Failure to listen to points made by other group members	—	—	—
2	Constant reiterations of one's own point of view	—	—	—
3	Raising irrelevant and unhelpful points	—	—	—
4	Concentrating on the impression one is making oneself rather than completing the task	—	—	—
5	Constantly restating arguments instead of recognising them as alternatives	—	—	—
6	Failing to participate	—	—	—
7	Failure to check how people are <i>feeling</i> about the discussion	—	—	—
8	Failure to be aware of the reaction to one's own contributions of other group members	—	—	—
9	Failure to take regard of time	—	—	—
10	Failure to clarify objective	—	—	—
11	Failure to be clear about what has been decided	—	—	—
12	Trying to go back and re-open a question which has already been decided.	—	—	—

Figure 6: Exercise 'Some barriers to effective team discussion and decision making' - summary of responses from 3 workshops

Further comments on session, examples: 'Enlightening discussion', 'Terms lacked definition', 'Difficult to become involved'.

Figure 7: 'Senate in Action' Exercise: summary of responses from 3 workshops.



Further comments on session, examples: 'Most effective as it dealt with a real-life situation', 'Very relevant', 'Boring at times'.

To the present date (April 3rd 1974), four 'full scale' workshops have been held, as follows:

- September 1973 University Academic and Administrative Staff
- February 1974 University and Polytechnic Administrative Staff
- February 1974 Overseas Visiting Senior Fellows
- March 1974 Polytechnic Senior Staff 'In-house'.

In addition, a number of shorter schemes have been provided; 'in-house' in three universities and one polytechnic, and as an assessment exercise in a meeting of the 'Staff Development in Universities' Central Group. It is planned to continue to provide workshops at The City University, and, in the coming year, to establish centres in Scotland and perhaps in Wales. In order to reduce travelling time and costs. I would also be happy to discuss with anyone who is interested, the provision of 'in-house' schemes, and any suggestions for the further development of the project.

Appendix 1: 'Senate in Action' Exercise

You are about to watch a video recording of a Senate meeting, showing the opening of the meeting, and the entire discussion of one part of one item on the agenda, ie the revised version of a draft Ordinance on the award of the Degree of Doctor of Science. The discussion took place about 15 minutes after the meeting opened, and lasts about 35 minutes. You will find attached copies of the relevant papers which were distributed to members of Senate, ie:

- 1) Minute of the meeting of 17 January 1973 referring the matter back to the Ordinances and Regulations Committee.
- 2) Agenda of the meeting of 7 March 1973 (the recorded meeting).
- 3) Report of Ordinances and Regulations Committee and revised draft Ordinance and Regulations.

After you have watched the tape, you will be asked to discuss certain aspects of the meeting. To facilitate this discussion, you are asked to carry out, in groups, the following tasks.

Tasks

Agree on the allocation of these tasks within your group, where there is an individual responsibility.

- 1) Write, on the acetate sheet provided, using script 1.0 - 1.5 cms in height, a minute of the discussion, appropriate for submission to the next meeting of Senate.
 - 2) Record the progress of the discussion on the topic/time grid provided.
 - 3) Comment on the role the Chairman played in the discussion, and indicate how you would consider this should be modified.
 - 4) Comment on the role the Chairman of Ordinances and Regulations Committee played in the discussion, and suggest ways in which his presentation could be modified to improve effective discussion.
 - 5) Comment on the efficacy of the discussion process observed, in producing a 'better' draft.
-

Personnel at Senate Meeting 17 - January 1973

On the dias from left to right in camera view are: (a) Dr L A Fairbairn, Academic Registrar (b) Miss G M Needham, Personal Assistant to the Vice-Chancellor (c) Sir James Tait, Vice-Chancellor (d) Professor D J Alner, Pro-Vice-Chancellor and Vice-Principal.

In the 'body of the hall', in order of speaking, are: Professor C W Miller, Head of Department of Physics and Chairman of Ordinances and Regulations Committee, Professor A J Ellison, Head of Department of Electrical & Electronic Engineering, Professor J C Levy, Head of Department of Mechanical Engineering, Professor P O Wolf, Head of Department of Civil Engineering, Mr W P Escrict,

Professor P K M'Pherson, Head of Department of Systems and Automation, Mr J Dean, Professor L Finkelstein, Mr K Kirton, Mr A J B Scholefield, Professor G A Tokaty, Head of Department of Aeronautical Engineering, Mr P Miller, Professor R J Fletcher.

All non-professional contributors are elected members of Senate.

Meeting of Senate - 17 January 1973

Present: The Vice-Chancellor (in the Chair), The Pro-Vice-Chancellor, Professors Cox, Cullis, Ellison, Finkelstein, Gibson, Harbury, Levy, Miller, M'Pherson, Price, Tokaty and Wolf, Mr Dean, Mr Escreet, Mr Evans, Mr Farradane, Mr Fox, Mr Glen, Mr Hayward, Mr Jenkins, Mr P Miller, Mr Newland, Mr Scholefield, Mr Stephens, Mrs Watkins and the Academic Registrar. Miss Needham, the Deputy Academic Registrar and Mr Procter were in attendance. Mr Kirton and Mr Stewart-Jones were present as observers. The following members of the Student's Union Society were present as observers for all business other than that in Minutes 44 - 65: Mr Barnfield, Mr Bettison, Mr Priestley, Mr Haynes, Mr Raven and Mr Stevens.

Apologies for absence: apologies for absence were received from Professors Brown, Fletcher, House, Jaswon, Meyer, Pressnell and Shone and from Captain Garnet.

DRAFT ORDINANCE AND REGULATIONS FOR THE DEGREE OF DSc (OR 112S)

This was a new draft based on the original draft which the Academic Registrar prepared before the University obtained its Charter.

In discussion, the general feeling was that further consideration needed to be given to the position of (a) possible staff candidates who did not hold a degree of the University and (b) former students of the Northampton College who had obtained a degree of the University of London.

Agreed:

That the draft Ordinance and Regulations be referred back to the Ordinances and Regulations Committee for further consideration in relation to the points in question.

VIDEOTAPE RECORDING OF MEETING OF SENATE

Senate considered a request from the Centre for Educational Technology to make a videotape recording of the meeting of Senate on 7 March 1973, for use in connection with the UGC sponsored colloquium on 'The conduct of meetings in Universities'.

In discussion it was agreed that recording should be restricted to the unreserved section of the agenda and that the recordings which were made should be reviewed before release for use in the colloquium. There was some feeling that recording of this kind would inhibit the progress of Senate business and a number of members of Senate expressed opposition to the request.

Agreed:

That the staff of the Centre for Educational Technology be permitted to prepare a videotape recording of unreserved business dealt with at the meeting of Senate to be held on 7 March, 1973, on the understanding that there would be prior consultation with the Academic Registrar on the range of the recording and subject to a review of the recording by the Vice-Chancellor, Pro-Vice-Chancellor and the Academic Registrar.

**The City University – Committee on Ordinances
and Regulations: Report to Senate**

Senate 42 Item 10

1 At the meeting of Senate on 28 June 1972 (Senate 39.13) it was reported that in his preliminary comments on the latest version of the draft Ordinance and Regulations on Student Discipline the University Solicitor had expressed the opinion that it was unnecessarily complicated to have both an Ordinance and Regulations on the subject, as student discipline was a matter which, under the terms of the Charter and Statutes, could be dealt with solely by means of Senate Regulations. After discussion, Senate took the view that in cases of this kind it was still generally desirable to have Ordinances as well as Regulations, as the making of an Ordinance involved Council and gave added strength to Senate's authority. This view was conveyed to the University Solicitor who suggested that the simplest way of meeting the point while avoiding unnecessary duplication would be to redraft the student discipline document as a simple covering Ordinance with all the details of procedure being confined to the Regulations. A revised draft has now been received from the Solicitor and will be considered by the Ordinances and Regulations Committee at its next meeting on 22 January.

2 The Committee has been giving further consideration to the draft Ordinances and Regulations on Higher Degrees. Several Boards of Studies have expressed concern about the recommendation of the former Academic Advisory Committee (as accepted by Senate at its meeting on 30 June 1971, Senate 33.7) that the provisional Ordinance and Regulations should be amended so as to preclude staff candidates from submitting published papers as an alternative to a thesis. The Committee is now reconsidering the relevant section of the latest draft and is proposing to recommend the return to a wording similar to that of the provisional document. The Committee has also been considering a suggestion from the Higher Degrees Committee for the addition of a clause requiring candidates for research degrees to continue to register each year until their theses have actually been submitted.

**The City University – Senate Committee on
Ordinances and Regulations**

Senate 42 Item OP 112S

Draft Ordinance and Regulations for the Degree of Doctor of Science

Ordinance

1 The University under the powers vested in it by paragraph 4 of the Charter and by Section xxvii(8) of the Statutes may confer the degree of Doctor of Science

upon candidates who are adjudged to have distinguished themselves by their published contributions to science.

2 Candidates shall be holders of a degree of the University, or holders of a Diploma in Technology, awarded on completion of a course of study in the Northampton College of Advanced Technology.

3 Applications for the Doctor of Science may not be submitted earlier than seven years after the date of first graduation.

Regulations

1 Applications for the degree of Doctor of Science shall be made in writing to the Academic Registrar and shall be accompanied by three copies of the published work or works upon which the candidate bases his claim.

2 (a) There shall be at least two External Assessors in addition to any Internal Assessors. Assessors shall be nominated by the appropriate Board of Studies and appointed by the Senate.

(b) The Assessors may, at their discretion, invite the candidate to meet them for discussion.

(c) The reports and recommendations of the Assessors shall be sent to the Academic Registrar who shall submit the recommendations to the Senate.

3 (a) A fee shall be payable on application for the degree of Doctor of Science.

(b) A further fee shall be payable before conferment of the degree.

4 One copy of the published work or works submitted by a successful candidate shall be deposited in the University Library.

The City University – Forty-fourth Meeting of Senate to be held in the Senate Room (A5.37C) at 2.00 p.m. on Wednesday, 7 March, 1973.

Agenda

Reserved items of business have been placed in Section B of this Agenda.

No discussion will take place on items of business unless they are marked with an asterisk (*). All other items will be given formal approval. If any member of Senate wishes to have any further item marked for discussion, notice in writing should be sent to the Academic Registrar not later than Tuesday, 6 March 1973.

1 (a) Minutes of the forty-second meeting held on 17 January 1973.
(Already circulated)

(b) Minutes of the forty-third meeting held on 14 February 1973.
(Attached)

2 Matters arising from Minutes.

Section A

3 To report that the following student members have been elected to serve on the Senate Research Committee for the session 1972/73:
Mr J Evison, Mr G St J Cudmore.

4*(a) To appoint one member of Senate to serve on the Senate Educational Technology Advisory Committee for session 1972/73.

(b) To report that Dr P Herriott has been elected by the ASA to serve on the Senate Educational Technology Advisory Committee for session 1972/73.

5* To consider a memorandum from the Academic Registrar on 'Postgraduate weighting and staff/student ratios'. (Statement attached)

6* To receive the Report of the Committee on Courses and to consider proposals from the Department of Mathematics for a revised version of the MSc degree course in Computer Science. (Statements attached)

7* To receive the Report of the Ordinances and Regulations Committee and to consider revised draft Ordinances and Regulations on:

- (i) Degree of DSc.
- (ii) Aegrotat degrees.
- (iii) Degree of PhD for full-time students.
- (iv) Degree of PhD for part-time students.
- (v) Degree of MPhil for full-time students.
- (vi) Degree of MPhil for part-time students.

(Statements attached)

**The City University – Committee on Ordinances
and Regulations
Report to Senate**

Senate 44 Item 7

The following revised draft Ordinances and Regulations are presented for approval:

- (i) Degree of DSc (OR 119S)

At the meeting of Senate on 17 January 1973 (Senate 42 22) it was felt that further consideration needed to be given to the position of (a) possible staff candidates who did not hold a degree of The City University and (b) former students of the Northampton Polytechnic who had obtained a degree of the University of London. On point (a), 28 of the 40 universities for which information is available allow staff who are not graduates of the university to be candidates for the degree of DSc provided that they have been on the staff for a specified period (usually

about four years). On point (b), information about the position at other universities is less readily available but whereas Bradford, for example, does make the degree available to former students who graduated through the University of London, Surrey does not; the practice of the former University Colleges of the University of London also seems to be divided on this point. As a basis for further discussion by Senate the draft Ordinance has been provisionally amended so as to provide for the award of the degree to both kinds of candidate.

The City University – Senate Committee on Ordinances and Regulations

OR119S

Draft Ordinance and Regulations for the Degree of Doctor of Science

Ordinance

1 The University under the powers vested in it by paragraph 4 of the Charter and by Section xxvii(8) of the Statutes may confer the degree of Doctor of Science upon candidates who are adjudged to have distinguished themselves by their published contributions to science.

2 Candidates shall be one of the following: (i) a holder of a degree of the University, (ii) a holder of a Diploma in Technology or an internal degree of the University of London, awarded on completion of a course of study in the Northampton Polytechnic or the Northampton College of Advanced Technology, (iii) a member of the academic staff who has served on the full-time staff of the University for not less than four years.

3 Applications for the degree of Doctor of Science may not be submitted earlier than seven years after the date of first graduation.

Regulations

1 Applications for the degree of Doctor of Science shall be made in writing to the Academic Registrar and shall be accompanied by three copies of the published work or works upon which the candidate bases his claim.

2 (a) There shall be at least two External Assessors in addition to any Internal Assessors. Assessors shall be nominated by the appropriate Board of Studies and appointed by the Senate.

(b) The Assessors may, at their discretion, invite the candidate to meet them for discussion.

(c) The reports and recommendations of the Assessors shall be sent to the Academic Registrar who shall submit the recommendations to the Senate.

3 (a) A fee shall be payable on application for the degree of Doctor of Science

(b) A further fee shall be payable before the conferment of the degree.

4 One copy of the published work or works submitted by a successful candidate shall be deposited in the University Library.

Note for information to participants in 'Senate in Action' exercise

In order to appreciate some aspects of the discussion on the status of past students of the City University, the following historical background may be of use:

The institution which received its charter as The City University in 1966 was founded at the end of the 19th century and, following a grant of land by the Marquis of Northampton, became the Northampton Polytechnic Institute. From the beginning of this century, full-time and part-time students attending the Polytechnic sat the examination for the Degree of Bachelor of Science (Engineering) of the University of London. By virtue of the presence of recognised teachers, many of these sat as internal candidates, a lesser number as external candidates. In 1957, the Polytechnic was designated a College of Advanced Technology, and students on full-time courses sat their examinations for the Diploma in Technology. A number continued courses leading to the London Bachelor of Science Degree, which continued until 1966.

Tasks

- 1 What is the agenda item number and subsection of the incident you are about to see?
- 2 What is the reference number of the relevant report?
- 3 What is the reference number of the relevant draft?
- 4 What are the major differences between the present and the preceding draft?

Ordinances and Regulations Committee

10 REPORT

Senate received the report of the Ordinances and Regulations Committee.

11 DRAFT ORDINANCE AND REGULATIONS FOR THE DEGREE OF DSc (OR 119S)

Senate considered a revised draft Ordinance and Regulations for the degree of DSc.

At the previous meeting (Senate 42.22) it had been felt that further consideration needed to be given to the position of (a) possible staff candidates who did not hold a degree of The City University, and (b) former students of the Northampton Polytechnic who had obtained a degree of the University of London. In the light of information about practice at other universities, the draft Ordinance had now been amended so as to provide for the award of the degree to both groups of candidates.

In discussion, it was suggested that the draft Ordinance and Regulations should be further amended to take account of the following points:

- (i) That, as far as former students of the Northampton Polytechnic were concerned, the degree should be available to holders of both internal and external degrees of the University of London.
- (ii) That, in the case of staff candidates who did not hold a degree of The City University, the minimum period of service on the full-time staff of the University should be three years rather than four.

(iii) That candidates should be required to declare if the work, or part of the work, had already been presented, successfully or unsuccessfully, for the award of a degree at another university.

(iv) That normally there should be one or two internal assessors, in addition to two or more external assessors but that, in the case of staff candidates, there should be external assessors only.

It was also suggested that further consideration should be given to the question of whether the term "contributions to science" was sufficiently wide to cover engineering and the social and administrative sciences. In this connection, it was thought that there was a need for a separate Ordinance and Regulations for the Degree of DLitt.

Agreed

That the draft Ordinance and Regulations be referred back to the Ordinance and Regulations Committee for further revision in the light of the points raised.

12 DRAFT ORDINANCE AND REGULATIONS ON AEGROTAT DEGREES (OR 120S)

Senate considered a revised draft Ordinance and Regulations on the award of Aegrotat Degrees.

In accordance with the view expressed at the previous meeting (Senate 42.23) the draft Ordinance had been broadened so as to include not only illness but also other sufficient causes which might prevent a candidate from completing his final examination.

Topic/Time Grid	Minutes																				
	0	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40
Work not subject of previous award																					
External assessors only for Internal Candidates																					
Provision for former Northampton students																					
External assessors from University of London																					
Eligibility of external and internal London degrees																					
Length of time on staff 3 vs. 4 years																					
Regulations generally																					
Declaration of work for previous degree																					
Declaration of previous submissions																					
Number and status of internal assessors																					
Number and status of external assessors																					
Does Science include Engineering?																					
Can the regulations cover DLitt?																					

A Ripple in the Pool or the Value of a Staff Handbook

Jean Rossiter

It all began with an Induction Course. Like all other new members of staff I attended the one held for Academic Staff in September 1972. The aims and objectives of the course had been set out at length and at the end we spent a long while trying to decide whether or not they had been fulfilled. The group on this occasion was almost unanimous in its view that the end of a week of formal, albeit interesting talks, left them with mental indigestion and a numb bottom. They suggested more handouts, fewer lectures, more informal discussions, and a sherry party! I had been appointed to be responsible, *inter alia*, for staff training and development, so, together with a handful of interested colleagues, I became involved in replanning the Staff Induction Course for the following year. In place of the series of informative talks we introduced discussion groups on controversial topics; in place of the suggested handouts we produced the Staff Handbook; we finished with a sherry party. This then was the genesis of the NELP Handbook for academic staff which has, in fact, proved to be far more useful than those of us who attended that early induction course could have anticipated.

In the first place, the mere exercise of deciding what it should cover, who should write it and how it should be presented was a very valuable operation for the groups of staff in the Polytechnic concerned with different aspects of staff training and development. It was decided that the handbook should consist of two parts, each matching the two main aims of the Induction Course. The first section, on white pages, would deal with the 'Introduction to the Polytechnic' side of the course and therefore had sections on the development of the Polytechnic; its government, academic and administrative structure; resources and external controls; academic policy and operational control; curriculum development and learning resources; student services and staff opportunities. The second half, on yellow pages, reproduced papers on learning theory and methods specially for those members of staff joining the Polytechnic with little or no teaching experience. This was the basis of their 'survival kit' for the new job. These covered such topics as: small group teaching; course aims and objectives; learning by case study; preparing a work scheme; and student assessment. They were mostly written by members of Polytechnic staff but a bibliography of other relevant reading was also provided.

The course that we planned for 1973 was accordingly built around this Handbook, and instead of having formal lecture sessions on the topics it

covered, members were divided into small groups each discussing certain questions that the Handbook raised: issues such as 'Student Services - too much or too little?', 'The Polytechnic as a force for social change', 'academic control' and 'recruitment policy'. The course was, once again, divided into the 'introduction to the Polytechnic' sessions, largely covered by informal seminars or small group discussions, and the 'professional' sessions, which were devoted to teaching methods, educational technology and teaching practice. It terminated with an 'any questions' session, and an appraisal of the course.

Although it was apparent that this revised course met with more favour than the previous one, it was nonetheless equally clear that we had completely failed to anticipate the full effect the Handbook itself would have on the design of the course. The two comments that were almost unanimously expressed by members of staff attending it were that, given the Handbook and the motivation they had to read it, they no longer needed so much time for the 'Introduction to the Polytechnic' part of the course and this could therefore be reduced quite significantly in length. Moreover having received from the Handbook a picture of what *should* happen, they all felt that they would like to find out what actually *did* happen before discussing some of the issues it raised. What was wanted, therefore, was a shorter course at the beginning of term, with an opportunity later in the year for members to come together again to discuss the Handbook against the background of their actual experience. Needless to say, these comments have been taken into account in preparing next year's course.

The Handbook had two further consequences. Leading the various discussion groups at the induction course were existing members of the staff who also received a copy of the Handbook. Immediately they wanted to know why this could not be made available to all the staff and not given only to those who were now joining it. The second response came from senior members of the administrative staff, who not only took exception to the fact that it was entitled 'Staff Handbook' despite the fact that it had been written and circulated only to academic staff, but felt that they too should have a similar publication. Again, both suggestions were followed up. Immediately a much larger print of the Handbook was made and a copy was sent personally to every member of the academic staff in the Polytechnic so that they too could have the opportunity to discuss it, to ask questions and to criticise it. Open faculty staff meetings were held towards the end of the Christmas term and the beginning of the Spring term. These in fact were well attended and provided the context for useful discussions about faculty activities and Polytechnic philosophy. They were a very important - and successful - communication exercise. Secondly, the Handbook was discussed with the Chief Administrative Officer, and the idea was mooted that perhaps one Staff Handbook could be produced for

the whole Polytechnic staff. In the event, however, it was felt that perhaps a separate one could be produced for all non-academic staff, using some of the material in the original one, but replacing the yellow pages on teaching techniques with similarly specialised articles on matters directly relevant to administrative and technician staff. It is hoped that this second publication will not be too long in appearing.

Together with many Polytechnics, NELP suffers from the problems of size, history and dispersion. In the event, the Staff Handbook has played quite a significant part in providing a means of communication and in stimulating the slowly developing feeling of Polytechnic entity. It has, perhaps for the first time, painted for the staff a picture of the Polytechnic as a whole, and has encouraged each of them to see that he belongs to an organisation that extends beyond his department and faculty, but to which both of these contribute. For those of us who were involved in producing it, it has 'concentrated our minds wonderfully' on what the Polytechnic is attempting to do and, in a gentle way, drawn attention to those areas where progress is perhaps not as rapid as we had hoped. In my view then, the preparation and use of a Staff Handbook has much to commend it, and has more than justified the effort and cost involved in preparing it.

Nevertheless, having now produced it and used it effectively over the past year, certain questions arise about its continuing value as a medium for staff training and development. Firstly, it depends for its usefulness on people's willingness to read it. For new staff who are attending a conference about it there is probably enough motivation to ensure that they will: for existing staff, however, it could become just another contribution to the pile of paper that clutters up their desks. Clearly a lot of staff have already read it, but how many of them will keep it by them as a reference document? How many of them will remember it when a particular question arises in the department to which it could perhaps supply the answer? No matter how racy the style or attractive the presentation, the real effectiveness of any published document can only be measured by the number of people who can actually be persuaded to read it; and the Staff Handbook, together with any other similar publication, suffers from the same competition for time and interest.

The second issue that the preparation of such a document raises is that of indoctrination. No matter how democratic the way in which it is produced, sooner or later some members of staff are going to see it as a means of imposing views and attitudes upon staff. With the best will in the world it is difficult to produce a publication such as this that will not indicate bias or interest, and the most that one can do is to declare this openly at the beginning and leave the reader to make his own judgement.

Finally, however, there is the question, not perhaps of obsolescence as such (for keeping such a document as this up to date is relatively easy) but rather one of possible institutionalisation. It becomes part of the general scene, part of the wallpaper if you like, and as such nobody any longer notices it or talks about it. Then quite clearly, its usefulness is done. So, then, we are left with the most crucial question of all: what next? The Staff Handbook we produced in September 1973 has fulfilled a very valuable purpose throughout the current session. Appropriately modified and updated it will probably achieve pretty much the same success for possibly the next two or three academic years; but beyond that it would be difficult to predict its effectiveness. Perhaps, however, by then the many training pundits who are fortunately now emerging from the polytechnics and the universities, and are taking a greater interest in these questions, will come up with something new which we could use to replace it. One can but hope.

Discussion

The initial discussion considered the mechanics of the course: was it residential? – no; how were the tutors selected? – mainly by Miss Rossiter although there were several who were virtually *ex officio*, eg the Vocational Guidance Officer speaking on the personal tutor system; are there any courses for non-academic staff? – yes, but it is shorter and more in the nature of a welcome.

The group was interested in the role in which academic and administrative staffs saw themselves. Who was master and who was servant? Have the courses made any difference to these attitudes. Miss Rossiter replied that the aim was to make everyone see themselves as partners. It was true that both academics and administrators tended to see themselves as masters. The courses had made some change in academic attitudes, they now appeared to have more respect for the administrators. Administrators often appear to be upholding a system which is governed by rules and expect academics to fit into this system. Moreover, the administrator frequently wears two hats and often thinks in academic terms; the academic finds it hard to differentiate between the hats. There has been criticism that the handbook is for academic staff only although much of it is applicable to all staff.

Miss Rossiter was asked if there was any reaction to the yellow pages on teaching methods? She replied that the handbook was now circulated to all staff and that there were real problems in suggesting that experienced teachers might benefit from training courses. A group had been set up to look at training requirements; two residential workshops were provided, one for anyone interested and one for heads of departments. Heads of

departments could also attend a series of management seminars. Attendance was not as good as would be desirable. A staff-counselling system had also been introduced; the aim being that members of staff would have individual discussion with the head of department in which their progress, job satisfaction (or otherwise) and general problems could be discussed.

The difficulty of evaluating the effectiveness of training courses was considered. Miss Rossiter said that this was still in the formative stage but she hoped that feedback from staff and the introduction of consultations would have a built-in evaluation. Finally the group raised the problem of setting up the necessary career incentives in staff. Miss Rossiter was asked if she felt that the North East London Polytechnic scheme was encouraging a system of particular values. Miss Rossiter felt that a "whole attitude" was encouraged. In a Polytechnic everyone is a teacher but research, administration, student counselling etc. must also be done. Members of staff could negotiate with the head of department about their degree of participation in those areas to fulfil their particular interests and skills.

Mary Besly

Report on the Conference

J Noble-Nesbitt and R A Walker

Tavistock Group

Eleven members of the University of East Anglia attended a conference on 'Authority, Leadership and Organisation in the Universities' at the University of Leicester in 1973. The conference was sponsored by the University of East Anglia, financed by a grant from the University Grants Committee and organised by the Centre for Applied Social Research of the Tavistock Institute. We were three members of the UEA contingent and, in one of the SDU conference sessions, we described the Tavistock programme. We agreed also to monitor the SDU conference and to report later to the organisers. Some preliminary impressions were given at the last session of the conference when members were invited to express their own views on the organisation and effectiveness of the conference as a whole. This report has been written by two of the group, Dr Harvey having commitments which made him unavailable at the time of preparing the report.

Sessions: Comment

Before receiving the timetable for the conference, it had been our intention to give a summary of each session. However, the overlapping of the various activities and our own involvement in the Tavistock Programme meeting meant that it was not possible for us to attend all the sessions. Additionally, we found that each contributor was to let the organisers have a summary paper and that these papers would, in fact, form a composite conference report. It would therefore be impossible and superfluous for us to attempt to give a summary of each of the sessions. Instead, we thought it might be more helpful to concentrate on what we thought to be the main themes, methods and interactions of the conference.

Members and Organisers: Expectations

The pre-conference poster publicity made clear the objectives of the organisers. Staff in universities and polytechnics were asked whether their institution could do more to help them learn their job. They were invited to sample some practical learning sessions and the programme for them would consist of formal papers, practical sessions and discussion groups. This conference publicity therefore seemed to be pitched mainly at the interested - but not necessarily the professionally committed - individual. We found at the conference a large proportion of the type of members we expected to see. There were those who had a personal interest in learning about the sort of thing which could be done for them within their institution; and there were those who, without having a professional commitment to staff training, had a personal involvement in such work as an addition

to their normal professional duties. From their attendance lists, the organisers will have fuller information on the composition of the membership. Our impressions are derived mainly from casual conversations and from listening to questions in the sessions we attended.

We did find that those members who had a personal involvement with some aspect of staff training in their own institution seemed to contribute most, by question and criticism, to the sessions. This could have been due either to their number or to the nature of their commitment to the conference; we cannot judge which. On the other hand, the type of person who came along out of general interest to see what could be done for him personally or for his colleagues was not in evidence in the interactions of the various sessions. Yet these members were not thin on the ground judging by the conversations in casual groupings. Both within these groupings and in their limited involvement with the sessional debates, these members expressed some bemusement and amusement at the proceedings: bemusement since they probably expected to pick up a few tricks of the trade at the conference, and didn't; amusement because, to the disinterested, the earnestness of the committed can be diverting. We found neither reaction unsurprising. The conference was not about, and was not meant to be about, tricks of the trade. For these members, we thought the success of the conference would depend on the ideas for further learning which they took back to their own institutions.

Those members whom, for want of better description, we describe as the more professionally committed (for instance, the man who would be involved with one of the UGC financed research projects rather than, say, the administrator who would have the staff handbook as an ephemeral addition to his schedule of duties) were obviously not covered by the poster publicity to which we referred earlier. No doubt the organisers made separate approaches to these members, who would have been interested in finding out the state of the game at other institutions and on other research projects.

One point we should like to make to the organisers is that it might have been useful to have described at the outset, perhaps in the conference booklet, the aims of the conference in relation to the membership which the conference had attracted. Maybe this would have helped individuals to have recognised immediately their role and their tasks in the following sessions. The consequent awareness of differing, though not conflicting, expectations might also have encouraged the cohesiveness of the membership as a group. Conference groupings often find an identity during the non-formal business; as this was not a social conference – and in fact could not be except at substantially greater cost – a low key introduction to the aims and expectations of the conference could have been of value.

Membership: Mix

The presence of more professionally committed colleagues at the conference could have been a little daunting for other members. We did not see any evidence of this however. In fact, our feeling was that those most au fait with the techniques and latest developments in staff training avoided giving the impression that this was an area where only the cognoscenti could operate. The contributors in particular succeeded in imparting the feeling that they were part of a grass-roots movement, which anyone with sufficient interest might join. But, again, a statement in the conference booklet or introductory session of the differing skills and expected roles of the participants could have been useful.

Sessions: Techniques

In the last session of the conference, we outlined what we saw as the main techniques of the contributors, hopefully as one means of enabling members to give their reactions to the conference. We distinguished between pre-tested material and untested material. Those contributors reporting on UGC-financed and other major projects tended to involve the members through workshop methods. Pre-tested materials were used. It seemed to us that the intention of the contributors was to give members a feeling for the project work additional to what would come out of a straight report. A few members appeared to see these workshop sessions as an act of training, incorrectly in our view. Inevitably they were disappointed. Personally, we were impressed by the time and planning which had been put by contributors into the preparation of workshop materials. There was the occasional misfire and, oddly, these minor technological setbacks seemed to cause a disproportionate amount of irritation to members. We wonder whether this might not have been due to the fact that the existence of a section of the membership with more professionally relevant skills was intuitively felt but, as we mentioned earlier, formally unrecognized.

The use of untested materials came in for more extremes of praise and criticism. The degrees of criticism seemed to correlate with the vulnerability which a member felt and this in turn related to how much the member thought he had benefited from the session. To us there was no doubt that the value or worth of a session did not depend on whether material was untested or tested. But putting members in an experimental situation can have its pitfalls when members are unsure of their tasks. In such a situation, it seemed to us essential that the objectives should be clearly stated and be strictly circumscribed in view of the time restrictions, which necessarily prevented the development of interpretation, particularly at a personal, non-institutional level.

Conference Message

Preaching to the converted can be cosy but it can also be a waste of time. Professional interchanges are of course a valid justification for a professional conference but this was not a professional conference for a large proportion of the membership, perhaps not even for the majority. We, and we hope the organisers, were therefore relieved to hear sounded intermittent notes of scepticism, disbelief and disagreement. They were not strongly in evidence in more than a couple of the sessions we managed to attend. Perhaps it would have made for a livelier conference if they had been more in evidence. But at least these indications of fundamental evaluation were surely what the conference was about for much of the membership.